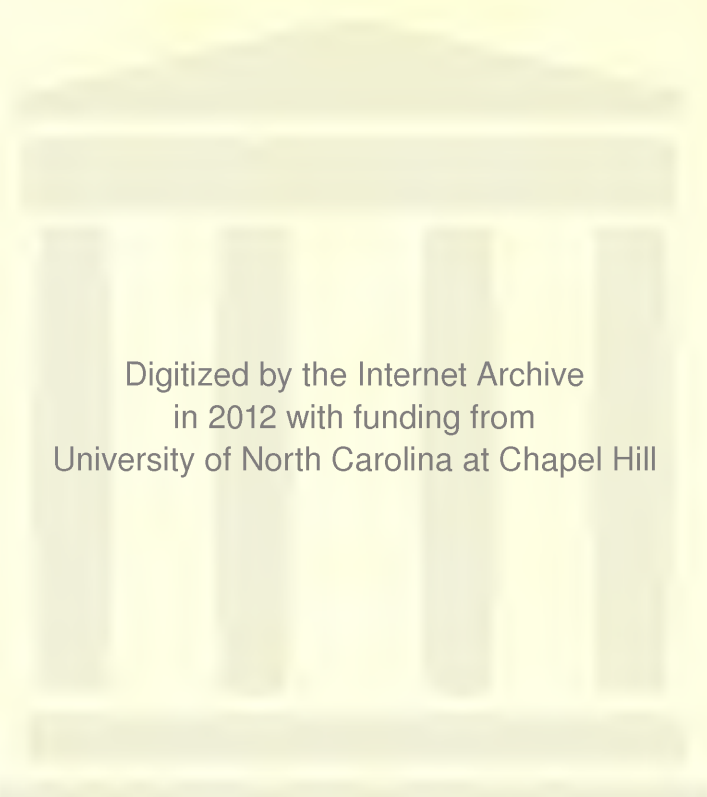




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# CAMPBELL UNIVERSITY BULLETIN

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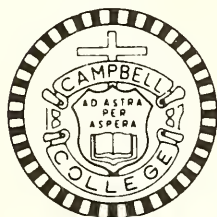




# **CAMPBELL UNIVERSITY**

## **BULLETIN**

**1979-81**



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## WELCOME TO CAMPBELL

Our catalogue has been prepared to extend to you a cordial welcome to Campbell University. We want to show you the classrooms and laboratories, the beautiful campus, the up-to-date physical facilities, and introduce you to members of the faculty, members of the student body, and friends who support the work of Campbell University. We hope that this will give you some idea of what it would be like to live and study at Campbell University, one of the finest universities in the country.

If you are trying to select a school, you have many criteria for the institution you wish to attend.

You want a quality education. In our catalogue you are told about the programs of study, the faculty and administration, and the library resources which prove that Campbell can give you a first-rate education.

You want a pleasant, social, and cultural environment. Campbell is a medium sized, co-educational, church related university located in the eastern part of North Carolina. Campbell students represent a cross section of North Carolinians with a substantial number of young men and women from other states and countries. The climate in Buies Creek is mild; and this allows outdoor sports to be played most of the year on campus.

You want a school which is exciting. The new programs of study which have been developed here at Campbell, the new facilities which have recently been constructed, and the emphasis placed on intramural and collegiate athletics all combine to make Campbell University an exciting place.

You want a school where you will be recognized as an individual. Campbell University is a friendly school. The classes are small. The teacher-pupil ratio is one to twenty. Here you are a very important person, known by your fellow students, your teachers, and by the administrators of the school.

As you look at Campbell University through the study of our catalogue, check it against your list of requirements which you have for the school you would like to attend. If Campbell University seems to be the school for you, we would like to hear from you, and we invite you to make a personal visit to our campus.

## 1. INTRODUCING CAMPBELL



# 1. INTRODUCING CAMPBELL

## CAMPBELL'S PURPOSE

*Ad astra per aspera*

Implicit in this old Latin motto; "To the stars through difficulties;" adopted during the dark days of Reconstruction in the Old South, are beliefs, aims and objectives that have guided this institution through ever-changing circumstances. Campbell's rise from a community school of sixteen students to eminence as a great southern academy and later to its present standing among the State's largest church-related senior universities is illustrative of what perseverance can accomplish in scaling the heights. It is a matter of common knowledge that Campbell University has always unapologetically affirmed her faith in an omnipotent, omniscient and benevolent Creator revealed in Jesus Christ who with singularity of purpose ever guides man's destiny; in the potentialities of man when properly related to his Creator; in the competence of liberal arts education to free men to live more abundantly in a democratic society.

Based on the conviction that in Christian Education is to be found "the unifying principle of the total experience," Campbell's purpose as an educational institution has ever been:

1. To inspire youth with vistas of a

better life through study, recreation, social relations, guidance and worship.

2. To discover and transmit within the context of the Christian perspective (in relation to a liberal arts education) truth about man, his origin and nature, and his ever-expanding environment.

3. To equip the student as a more efficient participant in the world's work through incorporation of certain vocational, pre-professional and professional courses of study, chosen upon the basis of student needs and institutional adequacy. Such courses, at present available, include the following:

- a. Two-year curriculum in secretarial science, general business and legal secretarial.
- b. Professional Four-Year Curricula:

- (1) elementary and secondary education
- (2) church music
- (3) religious education
- (4) business administration
- (5) medical technology
- (6) police science
- (7) trust management

c. Four-year professional curricula, leading toward law, medicine, dentistry, and the Christian ministry.

d. Graduate programs in law, education, and business.

## ACCREDITATION

Campbell University is accredited by the Southern Association of Colleges and Schools and the North Carolina Association of Colleges and Universities.

Campbell's Program of Teacher Education is approved by the North Carolina Department of Public Instruction.

Campbell University holds membership in the North Carolina Foundation of Church-Related Colleges, the North Carolina Council of Church-Related Colleges, the North Carolina Association of Independent Colleges and Universities, the American Association of Colleges for Teacher Education, and the National Council on Accreditation of Teacher Education.

## FACULTY

One of the chief assets of Campbell University is its faculty. Members of the faculty are competent, experienced, and dedicated teachers. Their educational backgrounds are represented by undergraduate and graduate degrees from many outstanding institutions. At the present time approximately fifty percent of the faculty hold the doctorate degree.

Campbell University is committed to the task of selecting and maintaining a group of highly qualified teachers who are committed to learning in general, to the special knowledge of their subject area, and to the process of instructing students.

## ACADEMIC CALENDAR

Campbell University operates on a semester calendar with the fall semester beginning the last week in August and ending just prior to the Christmas Holidays. The spring semester begins in January and ends in May. During the summer months two five-week terms are offered in the summer session.

Students may graduate in May, December, or at the end of the summer session.

## CONTROL AND AUTHORITY

Campbell University is chartered by the State of North Carolina and is owned and operated by the Baptist State Convention of North Carolina.

## ACADEMIC BUILDINGS

### Kivett Building (1903).

Completion of the massive structure named for Z. T. Kivett, the builder, required nearly three years (May 23, 1901, to November 2, 1903).

It was used by the local elementary school until 1948, when it was converted into a science hall and

was thus used until the fall of 1962. From 1962 the Kivett Building housed the college bookstore, several classrooms and faculty offices.

Renovation was begun in 1976 to provide facilities for the Campbell University School of Law.

### William Pearson Hall (1915).

This building bears the name of the man who in 1887 made the first canvass for funds to establish this institution. Until his death on May 25, 1915, he became permanently identified with the school as father-in-law of the founder and active supporter by word and purse.

Pearson Hall was constructed with money borrowed from Harnett County and repaid by the principal by teaching the public school for this district. It was first used by the elementary department of the school; later converted in 1926 into a music hall; used from 1934 until 1962 as a men's dormitory; at present used as classrooms and as faculty offices.

### D. Rich Memorial Building

(1926). This fire-resistant structure of tapestry-faced brick and Indiana limestone was constructed with the portion of the D. Rich bequest, approximately \$160,000, available at Mr. Rich's death. The building, 160 feet long and 120 feet wide, contains classrooms, lecture halls, teachers' offices, and an auditorium to seat 1080.

**Fred N. Day Cottage (1936).** In 1925 the Rev. Fred N. Day, having purchased a seven-room residence and about two adjacent acres, gave them to Buies Creek Academy as a home for married students. When Campbell installed home economics in 1936, the building was renovated to provide space for practical training on the cottage plan. With the removal of the home economics department to the new Science Building in 1962, the cottage is now used for art instruction.

**Music Center (1947).** The music department had up to the 1963-64 session been housed in two temporary buildings, 20 x 48 feet each, erected in 1947. In the summers of 1963 and 1964, two additional frame structures were built to provide for the expanded music program being offered. The University is raising funds for a new Fine Arts Building which will house the Department of Music, Art, and Drama.

**Carter Gymnasium (1952).** This attractive structure is named to honor the N. H. Carter family and to commemorate the invaluable services and benefactions of Harry C. Carter of Greensboro, former President of the Trustees. It has a playing floor, standard gymnasium equipment, offices, and two large classrooms.

**J. Clyde Turner Chapel.** In October 1961 the Board of



Trustees, prompted by the deep desire to exalt worship as the pre-eminent function of the auditorium in D. Rich Memorial Building, as well as by the intention to associate permanently with its chapel the names of two distinguished Baptists, long time friends of Campbell University, voted unanimously to name the chapel in honor of Dr. J. Clyde Turner and wife, Bertha Hicks Turner. Such action called for complete renovation and installation of improved facilities prior to the formal dedicatory exercises on January 25, 1963.

**Leslie Hartwell Campbell Hall of Science (1962).** This building bears the name of the man who, as son of the founder, served the University fifty-six years, as instructor, administrator, and from 1934 until his retirement in 1967, as president. Because of the strategic place of science in the future preparation of youth in this atomic age, nothing was spared in the planning and construction of this new three and one-half story structure. Its 44,000 square feet provides spaciouly for geology, physics, biology and chemistry. On the first floor is a small auditorium seating 175 to accommodate science lecture groups as well as for other cultural purposes. Included in its modern conveniences are air-conditioning and elevator service.

**Fred L. Taylor Hall of Religion (1973).** Named in honor of Fred L.

Taylor of Troy, North Carolina, a major benefactor of the University and past Chairman of the Board of Trustees, Taylor Hall provides 25 classrooms, 35 offices, 6 lobbies, and 9 other rooms. Used initially in the spring of 1974, this four-story, Georgian designed structure houses the departments of Religion and Philosophy, Mathematics, Foreign Languages, Education and Psychology, and Home Economics.

## **LIBRARY**

**Carrle Rich Memorial Library (1925).** This building consisted originally of two large reading rooms, stack rooms and librarian's office. It has been expanded several times over in recent years with the most recent addition being in 1965. At present the library includes adequate reading space for a student body of more than 2500 students and stack space for more than 160,000 volumes. Over the past several years the library has received many valuable collections, including The Robert A. and Margaret P. McIntyre Library, H. Trent Parks Memorial Library and the E. Willard Berry Memorial Library.

## **ATHLETIC FIELD**

**Herbert B. Taylor Athletic Field.** This well-lighted athletic field was purchased some years ago to provide for the growing

university enrollments. Mr. Herbert B. Taylor of Dunn, N. C., athlete and sports lover, father of the nationally famous Knee-Pants Baseball League, sponsored the necessary park improvements, including stands for the spectators. His deep interest in Campbell University was frequently expressed in his benefactions and in his devoted service on the Board of Trustees. In recognition of this service the Trustees named the athletic field in his honor.

**Campbell Home Management House (1965).** The formal dedication of the Campbell Home Management House occurred in November, 1965. The Home Management House is the former home of the late Mrs. Cornelia Pearson Campbell, wife of J. A. Campbell, founder of the University. The building had been remodeled and redecored to provide a facility in which home economics majors could engage in intensive study during their course in home management. Also honored on the occasion were Mrs. Bessie Campbell Lynch, Carlyle Campbell, president of Meredith College, and Leslie Campbell, president of Campbell University, and other members of the family.

**Johnson Memorial Natatorium (1976).** The Nathan Robert Johnson Natatorium, a physical education facility containing an

indoor swimming pool and classrooms, was formally dedicated on October 2, 1976. The building was named in memory of Nathan Robert Johnson, the son of Dr. and Mrs. Gale D. Johnson of Dunn. Nathan Robert Johnson graduated from Campbell University in 1970 with a Bachelor of Science degree in Business Administration. The memorial was named by the Campbell University Board of Trustees in cooperation with the Gale Johnson family. The brothers are Gale D. Johnson, Jr. of Raleigh and Alcy Johnson of Raleigh. The sisters are Mrs. John Henry Pope, Jr. of Fayetteville, and Mrs. Mariah Johnson Rabb of Coats.

## **RESIDENCE HALLS FOR MEN**

### **Joel G. Layton Hall (1923).**

Layton Hall contains 45 rooms for men in its main section. The hall was named in memory of Mr. and Mrs. Joel G. Layton of Lillington, North Carolina. In 1928 an annex of thirteen rooms was built with money given by the late B. N. Duke.

**W. S. Britt Hall (1947).** Constructed with funds supplied by many friends, this twenty-seven-room, fire-resistant hall for men is named for an alumnus, W. S. Britt of Lumberton, the largest benefactor.

**J. F. Kitchin Hall (1955).** This three-story, fire-resistant hall ac-

commodates 96 men. A single-story section provides a guest room, accommodations for the hall supervisor and a parlor for student use.

### **O. Hampton Baldwin Hall**

**(1958).** This three-story, fire-resistant hall, with a semi-basement floor, centrally located on the men's campus, houses at present 17 law and graduate students, the Guidance and Placement Office, Service Enterprises, and the Computer Center. It was given its new name November 16, 1964, with appropriate ceremony in honor of O. Hampton Baldwin; Lizzie Luther Baldwin, his deceased wife; Delphia Baldwin, his sister; and O. Luther, his deceased son.

### **Ernest P. Sauls Hall (1962).**

This modern three-story hall houses 122 young men. The rooms are arranged in apartment units consisting of seven bedrooms and bath. It is named in honor of Mr. Ernest P. Sauls of Raleigh, North Carolina, and Sarasota, Florida.

**Bobby Murray Hall (1967).** A two hundred-bed hall including air-conditioning provides the maximum comfort. It is named in honor of a trustee, Mr. Bobby Murray of Raleigh, North Carolina, in recognition of his generous gift.

**Men's Dormitory (1973).** This three-story, three wing building for 291 men covers 85,000 square

feet and is located on the southwestern edge of the main campus. With air conditioning and electrically controlled heat, this dormitory is the University's most extensive venture in residence hall development. On June 6, 1977, the wings of the dormitory were named in honor of Mr. Lonnie D. Small, Dr. A. R. Burkot, and Mr. Fred McCall in recognition of their many years of service to the institution.

## **RESIDENCE HALLS FOR WOMEN**

**M. C. Treat Hall (1913).** Treat Hall has thirty-two rooms and a large basement, which is now used as an art studio. It is named for M. C. Treat of California, deceased, the largest contributor to its construction.

### **William H. and Lula Bostic Jones Hall (1954).**

By subsequent action by the trustees, this building was named in honor of William Hubert Jones and Lula Bostic Jones, faithful trustees and benefactors. Rooms in this modern, fire-resistant building for 72 students are arranged in suites with connecting baths.

**Fred N. Day Hall (1959).** This hall for 78 students was accomplished by reconstructing a three-story, fire-resistant structure, adding wings to the north and south and a portico to its eastern exposure.

**Mabel and Nell Powell Hall (1960).** This three-story hall, accommodating sixty young women, is modern in construction and equipment throughout. It is joined to Treat Hall by a connecting lobby and reception room. By order of the Board of trustees this attractive building has been named in honor of Misses Mabel and Nell Powell to commemorate their years of faithful service and loyalty as teachers and devoted friends of Campbell University.

**James E. and Mary Z. Bryan Hall (1961).** This hall, located west of Treat, is in many respects the most modern and attractive on the campus. The building is a cluster of twelve one-story apartment units, grouped around an interior court and joined by an exterior wall and roof. One section provides a reception center, a guest room and quarters for the faculty counselor. Each unit consists of four bedrooms, a living room and bath, to accommodate eight young women. The building is named in memory of James E. Bryan, alumnus and successful businessman, and wife, Mary Z. Bryan.

**J. Hunter and Mabel C. Strickland Hall (1962).** This three-story hall located behind Bryan Hall consists of apartment units, each housing fourteen young women with a total accommodation for 126 students. In 1965 this attractive hall was named to

commemorate the generous benefactions and invaluable services while on the University's Board of Trustees rendered by Mrs. Mabel C. Strickland and her late husband, J. Hunter Strickland, of Four Oaks, North Carolina.

**R. A. and Elsie Hedgpeth Hall (1967).** This one-hundred-bed hall, modern in every way including air conditioning, has a projecting wing for use as a social parlor. It was named in honor of Mr. and Mrs. R. A. Hedgpeth of Lumberton, North Carolina, both of whom have served as trustees of the University.

## OTHER BUILDINGS

**B. P. Marshbanks Dining Hall (1934).** Originally planned for 400 students, this cafeteria was constructed with contributions in cash, materials, and labor, supplemented by appropriations from the university budget. In 1957 it was expanded by addition of three dining rooms and much storage space. Stainless steel kitchen equipment was installed, and modern cafeteria counters were provided for three-line service. The cafeteria is now adequate for well over 1,000 boarding students. It was named for B. P. Marshbanks, for many years a professor of mathematics and business manager at the University.

**James M. Shouse Dining Hall (1973).** Located in Murray Hall, which is central to the dormitory complex on the men's campus, this completely modern facility is designed and equipped to provide, through its two serving lines, for as many as 2,000 students daily. It is also capable of providing dining areas and service for university and off-campus groups. It was named on April 21, 1973, to commemorate James M. Shouse, farmer, builder, public servant, and philanthropist of Winston-Salem who has been a major benefactor of the University.

**John S. Pearson Memorial Infirmary (1960).** A new health center, completed in October, 1960, provides room for 16 students in two wards and four semi-private rooms. John S. Pearson, for whom the building is named, was business manager of the *Biblical Recorder* and *The Progressive Farmer*. He was the brother of Mrs. Cornelia Pearson Campbell, wife of the Founder. A challenge gift of Mrs. Campbell started the infirmary project.

**James A. Campbell Administration Building (1961).** This beautiful structure is a fitting memorial to the Founder of Campbell University and his widow, Cornelia Pearson Campbell. The first floor of the two-story structure provides four suites of offices for the President, Dean of the University, Registrar and the



Business Manager. Located also on this floor are an attractive lobby and a large conference room, called the Trustee Room. The second floor provides adequate office space and facilities for such major programs as university development, public relations and publicity.

**Laundry and Dry Cleaning Plant (1951).** The laundry and dry cleaning plant is an auxiliary enterprise of the University.

**O. W. Godwin, Sr., Maintenance Building (1964).** Named in honor of O. W. Godwin, Sr. of Dunn in recognition of his invaluable planning and assistance in the construction of this massive structure which provides long needed space for storing large quantities of supplies purchased at lowest available prices.

**Campbelltown Apartments.** Twelve duplex houses, erected in 1959, accommodate twenty-four married-student and faculty families. Attractively designed, they are supplied with modern built-in conveniences. In 1962 ten other similar houses were added. Two two-story buildings housing sixteen three-bedroom apartments were completed in the spring of 1972.

**Ellis Memorial Apartments.** These apartments were provided in part by W. Caswell Ellis, alumnus, in memory of Ruth Miller

Ellis, deceased mother of his two children, and William Caswell Ellis, Jr., who lived a short but beautiful life.

**Northeast Hall (1963).** Air-conditioned apartments with facilities to house five families.

**East Hall (1969).** A motel type building originally housing 34 men, now renovated to accommodate married students.

**The Admissions Center (1967).** The former B. F. McLeod Residence, located south of the Buies Creek First Baptist Church, has been completely renovated and tastefully decorated to house the offices of the Director of Admissions and his staff.

## **OTHER GIFTS AND MEMORIALS**

**Charles L. Andrews Chapel Organ.** In 1949 Mr. Charles L. Andrews of Chalybeate Springs, N. C., donated a Baldwin Electronic organ to Campbell University. The organ was installed in what is now Turner Auditorium and was used for the special programs conducted for the students, faculty, and staff at Campbell.

**The J. F. and Katye Hatcher Blackmon Carillon System.** This lovely contribution to campus life, installed in 1955 from funds donated by Reverend and Mrs. J. F. Blackmon, coordinates the work

of the whole day. Among its features are occasional vespers, recitals from the chapel, and recordings.

**The Loretta Bliss Walthour Trust Fund.** Mrs. Walthour of Win-demere, Florida, has created a trust fund for the purpose of establishing the Loretta Bliss Walthour Chair of Sociology. She plans to add periodically to the amount of the fund until the income from it will equal the salary of the professor chosen to occupy the chair.

## **ERWIN MILLS FOREST**

In consideration of the long friendly relationship between Erwin Mills, Inc., and Campbell University in their joint promotion of the economic, social, cultural and religious development of their constituency, Erwin Mills, Inc., graciously donated to Campbell University in 1960 a valuable tract of timberland, containing approximately 150 acres, which the Board of Trustees of the University has designated as Erwin Mills Forest. This property is to be held for the foreseeable future to provide income for current support.

## **BLACKMON MEDICAL CENTER**

Junious F. and Katye Hatcher Blackmon Medical center, located in the Pearson Infirmary, was named for the parents of Dr. B. B. Blackmon, and Mrs. Bradeene

Blackmon Vail, R.N., in grateful recognition of their services, benefactions and friendship.

### **LEAMON BAGGETT PARK**

In the fall of 1964, Mr. and Mrs. Deke E. Baggett and Mr. and Mrs. Deke L. Baggett donated as a memorial to the late Dr. Leamon Baggett approximately 130 acres of land in Horry County, South Carolina, to be used for field studies by the departments of biology and geology. This land, preserved in its natural state, will provide excellent opportunity for geological studies of the coastal plain area and its biological habitats.

### **KEITH HILLS**

This project is named for Fred R. Keith and his family whose major gift made possible the launching of the golf course. In addition to the eighteen-hole golf course, designed by Ellis Maples of Atlanta, Georgia, there are one hundred eighty-six lots which border the Cape Fear River or overlook the fairways. Keith Hills was dedicated in honor of Mr. Fred R. Keith, St. Paul and Lumberton businessman and Campbell University trustee, on September 13, 1973.

### **ROBIN HOOD PRO SHOP**

Robin Whitley Hood, his wife, Lois Barefoot Hood, and their three children were honored November

16, 1975, with the naming of the Robin Hood Pro Shop, located at Keith Hills. Mr. Hood is an alumnus of Campbell University, a member of the Presidential Board of Advisors, and principal contributor to the pro shop. The pro shop provides a lobby and sales room, shower and locker rooms for members, and a dining area.

### **WELCOME CENTER**

The property for the Campbell University Welcome Center was donated in 1974 by Mr. and Mrs. Roger Page, Jr. of Winston-Salem. An existing building was renovated and converted to its present use as a welcome center in 1976. It is located on the southern edge of the university campus on U.S. 421. The facility, which is open 24 hours a day, also provides a place for the campus security. Mr. Roger Page, Jr., has served for several years on the Presidential Board of Advisors.



## 2. ACADEMIC REGULATIONS

### Semester Hour

A semester hour usually represents the credit earned in a class which meets one time a week for a full semester. In a course meeting three times a week, three semester hours of credit will be earned. Courses in science, home economics, and business education carry laboratory requirements. Two hours of laboratory time is converted into one hour of credit.

### Normal Class Load

During the fall and spring semesters a normal class load is fifteen to sixteen hours plus one hour of physical education. During the summer session a normal load is six semester hours each term.

Students enrolling in more than eighteen semester hours (not including CEP) must obtain permission from the Dean of the University.

A full-time boarding student must carry a minimum load of twelve semester hours.

A full-time student whose enrollment drops below nine semester hours will be subject to suspension from school.

### Official Enrollment

A student is officially enrolled by being accepted and notified by the Admissions Office, by making satisfactory financial arrangements with the Business Office, and by

pre-registering or registering at the appropriate time.

### Drop-Add

There are deadlines each semester for dropping and adding courses. A student may be officially added to a course up through the fifth class meeting by permission of the instructor, the Dean of the University or the Registrar.

A course may be dropped without a grade for a period of four weeks. A course may be dropped from the fifth week to the mid-term with a WP (withdrew passing) or WF (withdrew failing). All courses dropped after the mid-term will be dropped with a WF.

Students will not be allowed to drop freshmen courses in English, Mathematics, or History.

Any course dropped without permission is recorded as an F.

### Courses of Instruction

Courses numbered 100 or 200 are recommended for freshmen; those numbered 200 or 300 are open to sophomores; those numbered 300 to 400 are intended for juniors and seniors. Those numbered 500 are for undergraduate and graduate students. Courses numbered 600 are for graduate students only. Credit hours for each course are listed in parentheses after the title.

The University reserves the right to make necessary changes in the

class schedule where there is insufficient demand for an announced course.

### Class Attendance

Campbell University believes that every class hour is important. Regular attendance is a student's obligation and the student is responsible for all work, including tests and written work of all class meetings. Instructors will keep attendance records in all classes. The names of students who miss three consecutive class meetings will be submitted to the Registrar.

Absences will be handled between the student and the professor. The professor is expected to provide the student with information concerning attendance during the initial class meeting. The responsibility of class attendance rests with the student. When a student's absences threaten to affect his grade, the professor will communicate this fact to the student and the Registrar.

In the event of absences due to severe personal illness, death in the immediate family, or authorized representation of the University, the student may have the opportunity to make up the work. The student's responsibility is to notify the professor in advance whenever possible.

To receive credit for any course, a student must attend at least 80% of

the hours prescribed for the course; individual professors have the prerogative of imposing a more restrictive policy. When a student forfeits his right to continue with the course, he will be assigned a WP (Withdrew Passing) or WF (Withdrew Failing) by the professor.

**CEP Attendance**

The Cultural Enrichment Program at Campbell University is consistent with the religious objectives of the institution and reflects the religious heritage which is represented at the institution. Programs are offered in the categories of worship, lectures, and fine arts. Students are required to attend CEP six semesters while at Campbell beginning the first semester of enrollment and continuing until completion. Transfer students are required to attend all semesters with the exception of the last one. Students receive one-half hour credit for each semester of satisfactory CEP attendance. The grade depends upon the number of absences.

Each student must satisfy the CEP requirement to be eligible for graduation.

**Residence Halls**

All undergraduate students attending Campbell University are required to live in a college residence hall, unless they are married or commute from the home of their parents.

Students living in a residence hall may not maintain a second residence off campus.

Students living in a residence hall must carry a minimum load of 12 semester hours during the fall and spring semesters and 6 semester hours during a summer term.

Students attending a summer term must comply with the residence hall regulations.

**Student Handbook**

The *Student Handbook* is published each year by the student personnel staff. Student activities, campus services, academic regulations, and policies and regulations governing student affairs at Campbell University are stated in the *Student Handbook*.

Every student is expected to become thoroughly acquainted with the *Student Handbook*. Students are responsible for complying with the policies and regulations presented in the annual edition of the *Student Handbook*.

**Regular Admission**

A high school diploma, or the equivalent, is required in order to be enrolled at Campbell University as a regular student.

**Advanced Placement**

College credit will be awarded to a student who completes the advanced placement examination with a score of three or better. Three hours of credit may be awarded for

any achievement test completed with a score of 650 or better. No grades will be given in courses for which credit is granted by examination.

Applicants should arrange with the College Entrance Examination Board for the advanced placement test and should request the College Entrance Examination Board (CEEB) to send the results of these examinations to the Director of Admissions.

The decision on the appropriate amount of credit to be awarded will be determined by the Department Chairman with the approval of the Dean of the University.

**Credit by Examination**

Credit may be earned by satisfactorily completing the general examinations or the subject examinations of the College Level Examination Program (CLEP) of the College Entrance Examination Board. A maximum of sixty-four hours of credit may be earned for scores equal to or better than the 25th percentile as suggested by the American Council on Education. Applicants who seek credit by examination may obtain further information from the Registrar of the University.

No grades will be given for credit earned by examination.



## **Credit Earned by High School Students**

High School students may take courses for credit at Campbell University provided they have completed their junior year and are recommended by their high school principal or counselor. Credit will be granted for courses successfully completed after the student graduates from high school and enrolls at Campbell University.

## **Provisional Admissions**

Should a student be admitted without completing the admissions procedure, he will be eligible to receive credit on work done at Campbell University only after he has satisfactorily met the requirements of the Admissions Office.

## **Correspondence Courses**

The maximum credit in correspondence courses allowed will be twelve semester hours with not more than six semester hours in the field of the major. The question of determining what is acceptable credit in correspondence courses will be the responsibility of the Dean of the University or Registrar and the Chairman of the Department.

## **Summer School Visitors**

Students enrolling at Campbell University for the summer program should secure from the proper school official to which the credit will be transferred a

statement certifying approval of such plans and listing approved courses.

## **Enrollment at Other Schools**

Requests for permission to enroll in courses at other colleges must be approved in writing prior to enrollment by the Dean or Registrar. Courses to be applied against the requirements in the major field must meet with the approval of the Chairman of the Department.

A deficit in quality points on courses taken at Campbell must be made up at Campbell.

## **Auditing A Course**

A student may audit any course by obtaining the permission of the instructor and the Dean. The requirements as to attendance and participation are determined by the instructor. An auditor receives no credit and no grade, but satisfactorily completed audits are reported to the Registrar's Office and made a matter of permanent record. A student may not audit a course which he expects to take later for credit. A course which is audited is considered to be a part of a student's load and is included in the tuition and fee charges.

## **Transfer of Credit**

A transfer student from a two-year institution may receive sixty-two semester hours of course credit, plus two semester hours for health

and two semester hours for physical education.

The maximum credit which will transfer from a two-year school is sixty-six semester hours.

Courses will not transfer from two-year educational institutions which number 300 and above in the Campbell University Bulletin. Courses taken at other institutions will not transfer when there is no equivalent course offered at Campbell University.

Students transferring from colleges not accredited by the regional accrediting agency will receive provisional credit which must be validated by earning a C average during the first year of residence after transfer. A student who is admitted from another college with fewer quality points than semester hours must make up the deficiency after transferring to Campbell.

The College will not accept credits earned at another school while a student is under academic or social suspension.

The Dean of the University will assign the appropriate credit for work done in other institutions. In general, the amount of credit accepted from other institutions in transfer will be determined by the requirements which apply to the non-transfer student.

## **Classification**

The classification of a student depends upon the amount of college

work and the number of quality points earned and not upon the length of time enrolled in the University. A student is classified:

- (1) As a senior, upon the completion of 90 semester hours with a C average on all work attempted.
- (2) As a junior, upon the completion of 55 semester hours with a C average on all work attempted.
- (3) As a sophomore, upon the completion of 23 semester

hours with a C average on all work attempted.

- (4) As a freshman, if the regular admission requirements have been met.
- (5) As a special student, if for some approved reason he is registered for one or more courses but does not meet the admission requirements.
- (6) As a part-time student, if with approval he is registered for less than 9 hours of credit work.

**Retention**

To be eligible for readmission students must have met the following cumulative grade point average on all college-level work attempted:

- 1. Students who have attempted fewer than 48 semester hours must have a quality point ratio of 0.4.
- 2. Students who have attempted 48, but fewer than 78 semester hours must have a quality point ratio of 0.6.
- 3. Students who have attempted 78 but fewer than 110 semester hours must have a quality point ratio of 0.8.

- 4. Students who have attempted 110 but fewer than 130 semester hours must have a quality point ratio of 0.85.
- 5. Students who have attempted 130 or more semester hours must have a quality point ratio of 0.9.

Students not meeting the retention requirements will be advised to attend summer school at Campbell University to improve their grade point average.

Students having a deficit of ten or more quality points will be placed on probation. They will continue on probation until they have met the retention standard.

Readmission of any student from one semester to another is not automatic. The Committee on Retention may suspend from the

**Grades And Quality Points**

The grading scales with the assigned Quality Points are as follows:

<i>Grade</i>	<i>Quality of Work</i>	<i>3 Point Scale</i>	<i>4 Point Scale</i>
A	Superior	3	4
B	Above average	2	3
C	Average	1	2
D	Below average	0	1
F	Failure	0	0
I	Incomplete	0	0
WF	Failing at time of withdrawal	0	0
WP	Passing at time of withdrawal	0	0

Students beginning their work at Campbell in the fall semester of 1975, or at a later date, will be graded according to the 4 point scale.

Students who began their work at Campbell under the 3 point scale will complete their program under that scale.

A grade of I (Incomplete) must be removed by the completion of the work within 30 days after the opening of the next semester; otherwise it will be recorded as an F. The Registrar may make exceptions to this rule in unusual cases.

The cumulative grade point average is determined by dividing the total quality points earned by the total number of semester hours attempted.

University at the end of any term any student whose academic achievement has not met the retention standard.

Students who have been ruled ineligible for readmission may appeal to the Committee on Retention.

### **Withdrawal From College**

To officially withdraw from the University during a semester a student must contact either the Dean of Men or Dean of Women.

After a conference with one of the preceding individuals the student is given a Withdrawal Card. This card must be completed and returned to the Office of Student Personnel in order to receive an official withdrawal.

Courses dropped without proper clearance are recorded as WF and will count as hours attempted.

### **Transcripts**

The first copy of a student's record is issued for him upon request without charge. Requests for additional copies should be made to the Registrar by the student and should be accompanied by a remittance of \$1 for each copy desired.

### **Faculty Advisors**

Each student will be assigned to a faculty advisor who will assist him in making his academic choices. Prior to registration each semester, every student must have the

courses he plans to take approved by his advisor.

Students interested in pursuing special programs or in majoring in business education, elementary education, home economics, or music should enter these programs at the earliest possible date, preferably upon registering for their first semester.

Students interested in obtaining a teacher's certificate should indicate this before registering for the sophomore year.

### **Recommended High School Credits**

Although there are no inflexible subject matter requirements for entrance, experience has shown that the students with a background of at least 12 units in college preparatory subjects are better equipped to benefit from a liberal arts experience. Therefore, the University recommends that the student have completed the following high school credits: English, 4 units; Mathematics, 3 units; and 6 additional units in the areas of science, social studies and foreign language.

### **Admissions of Military Personnel**

For many years, Campbell University has been active in the various military educational programs. Any member of the armed forces may have his records evaluated without charge, and

prior to his making application, in order to determine the amount of credit which will be accepted.

Records of progress are kept by this institution on veterans and non-veterans alike. Progress records are forwarded to students, both veterans and non-veterans alike, at the end of each school term. Grades are maintained in a permanent file on all students.

For additional information contact the Director of Veterans Affairs, Campbell University, Buies Creek, North Carolina 27506.

### **Eligibility Regulations**

1. No student will be allowed to take part in intercollegiate contests during a semester if he registered later than the fifteenth calendar day following the opening date of the semester.
2. No student who is taking less than twelve semester hours of scholastic work shall be permitted to represent the University in any contest or any public performance.
3. No one who passed during the previous semester less than eight semester hours and physical education will be permitted to represent the University in any contest or public performance. The requirement for two preceding terms of attendance is twenty-four semester hours of credit. Summer sessions may be used to



earn any number of credit hours which may be applied to meet the average of twelve credit hours in the term of attendance immediately preceding participation.

- Any freshman who desires to participate in intercollegiate athletics during the second term of his attendance must have passed twelve hours of academic work in order to be eligible.
- No one will be allowed to represent the University in any contest or public performance who has a deficit at the beginning of the semester of more than forty quality points.
- Anyone who has been placed on social probation will be considered ineligible for representation of the University in any contest or public performance.

### Honor Societies

Epsilon Pi Eta. The Epsilon Pi Eta society was organized in the Fall of 1928 for the purpose of promoting character, leadership and scholarship. Membership is gained by being nominated by at least twenty-five percent of both the faculty and members of the society. Members must also achieve a specified academic record for three consecutive semesters.

Phi Eta Sigma. A chapter of Phi Eta Sigma, freshman honor society, was installed at Campbell on Oc-

tober 28, 1974. Admission requirements to the society are fifty percent A's and fifty percent B's for a normal academic load during the first semester or year at Campbell. The society is open to both freshman men and women.

Phi Kappa Phi. A chapter of Phi Kappa Phi was established at Campbell in the Fall of 1974. The purpose of Phi Kappa Phi is to emphasize scholarship in all academic fields. Membership is open to men and women who are in the upper ten percent of the senior class and the upper five percent of the junior class in the final term of the junior year.

Omicron Delta Kappa. A circle of Omicron Delta Kappa was organized on the campus of Campbell University in the fall of 1977. The purpose of Omicron Delta Kappa is to recognize and encourage the achievement of exemplary character and superior quality in leadership in the five major phases of campus life, namely: scholarship (upper 35 percent); athletics; social and religious affairs; publications; and speech, music, drama, and the other arts. Membership is awarded to men and women students who are juniors and seniors and who meet the specified criteria for eligibility.

### Dean's List

The requirements for making the dean's list are as follows:

- A minimum class load of 12 semester hours.
- An average of 3.25 (2.25 on 3 point scale) or better on work completed during a semester.
- No grade below C.
- Not more than one C grade.
- No incomplete grades.
- No overcuts in classes or C.E.P.
- Not on social probation.
- No penalty points in effect.

### President's Honor List

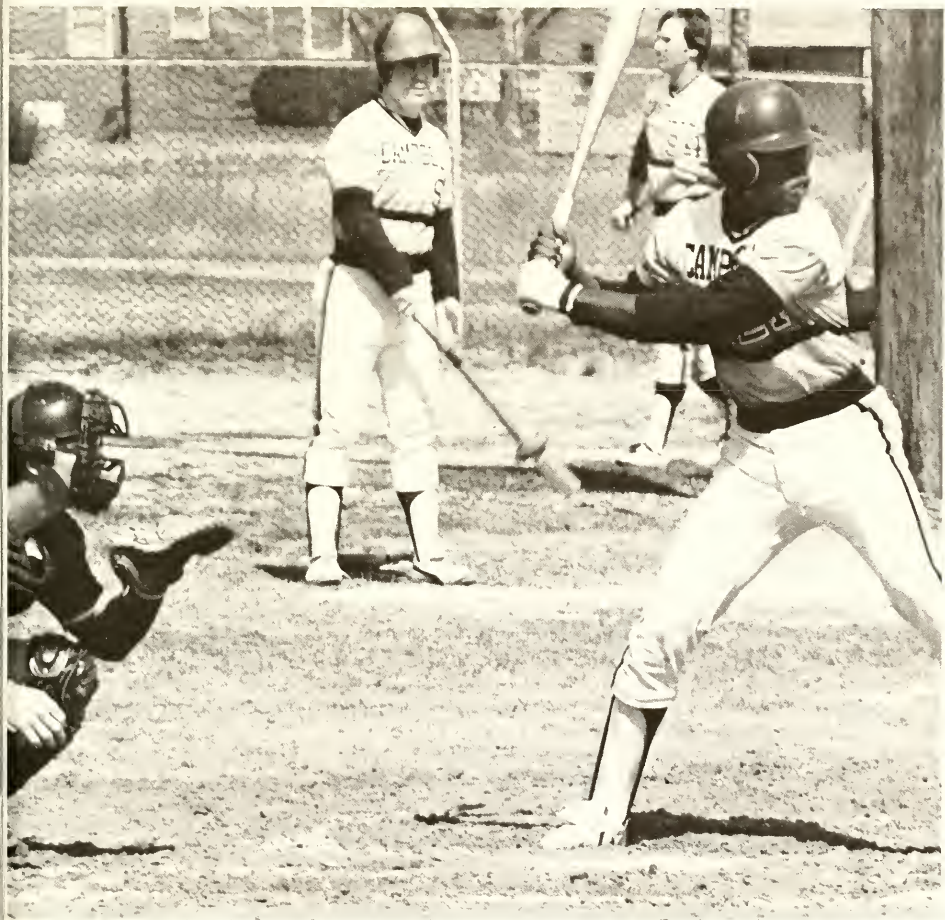
The requirements for making the President's honor list are as follows:

- Be eligible for the dean's list.
- Completed at least a second semester of residence at Campbell.
- Have a cumulative grade point average of 3.50 on a 4 point scale (2.50 on a 3 point scale) on work taken here at Campbell and on all work attempted.

NOTE: The honor lists are calculated at the end of the fall and spring semesters each academic year. In order to be eligible, a student must meet the requirements at the time the lists are prepared.



### 3. FINANCIAL INFORMATION



### 3. FINANCIAL INFORMATION

#### TUITION AND GENERAL FEES

Campbell University has consistently worked to keep the cost of a good college education as low as possible without sacrificing the quality of its academic program. At Campbell a student's tuition and general fees pay for approximately 70 percent of the expense of educating that student. The remaining 30 percent is derived from university endowment earnings, gifts, grants, and miscellaneous revenue.

The cost for the 1979-1980 academic year at Campbell University, exclusive of books, is as follows:

	<i>First Semester</i>	<i>Second Semester</i>	<i>Total</i>
<i>Resident Students:</i>			
Tuition	\$ 668.75	\$ 668.75	\$1,337.50
General Fees	712.75	694.25***	1,407.00
Meals (5-day ticket)*	420.00	420.00	840.00
Room**	210.00	210.00	420.00
Accident Insurance	12.50	-0-****	12.50
Student Government Fee	12.50	12.50	25.00
	<hr/> \$2,036.50	<hr/> \$2,005.50	<hr/> \$4,042.00
<i>Commuting Students:</i>	<i>First Semester</i>	<i>Second Semester</i>	<i>Total</i>
Tuition	\$ 668.75	\$ 668.75	\$1,337.50
General Fees	712.75	694.25***	1,407.00
Student Government Fee	12.50	12.50	25.00
Accident Insurance	12.50	-0-****	12.50
	<hr/> \$1,406.50	<hr/> \$1,375.50	<hr/> \$2,782.00

\*For 7-day ticket add \$32.00 per semester.

\*\*Residence halls range in price from \$210.00 to \$260.00 per semester.

\*\*\*New second semester students will be charged \$712.75.

\*\*\*\*New second semester students will be charged \$9.50.

Hospital illness coverage insurance is optional with the student at a cost of \$20.00 each twelve months.

#### Health Service

The University does not charge a health service fee. Each student is entitled to clinical services at the university infirmary which is open 24 hours a day. There are no costs to students who are confined to one of the beds in the infirmary, but there are charges for the drugs used by the patient.

#### Student Government Fee

The Student Government Association fee is established by this student organization and the Board of Trustees. The student government fee is \$12.50 per semester. This fee is used to sponsor concerts, lectures, films, and social entertainment for the students.

#### Private Room Fee

An additional \$100.00 per semester is assessed for private rooms. Arrangements for rental of private rooms to the limit of their availability can be made with the Dean of Men and the Dean of Women.

#### Out-of-State Tuition Fee

All students who are not a resident of North Carolina are required to pay an out-of-state tuition fee of \$25.00 per semester.

#### Accident Insurance Fee

All students are required to purchase an accident insurance policy. This fee is \$12.50 and has blanket coverage up to \$1,000.

**OTHER FEES**

Application fee (new applicants only)	\$ 15.00
Art laboratory fee	\$ 15.00
Graduation (Undergraduates) fee	\$ 15.00
Home economics laboratory fee (per course)	6.00
Music fees (per semester):	
Private lessons in piano (including piano practice)	\$ 50.00
Private lessons in organ (including organ practice)	\$ 50.00
Private lessons in voice	\$ 50.00
Private lessons in band instruments	\$ 50.00
Private voice, piano, organ and band instruments instruction for special students (per course)	\$ 58.00
Rental of Musical Instruments	\$ 10.00
Liberal arts courses for part-time students taking less than nine (9) semester hours (per credit hour)	\$ 50.00
Private room (per semester)	\$100.00
Room key (this fee is refundable)	\$ 10.00
Science laboratory fee (per course, per semester)	\$ 15.00
Student teaching fee	\$ 50.00
Typewriter laboratory fee	\$ 6.00
Parking fee (per semester)	\$ 4.00
Transcript fee (single copy)	\$ 1.00
5-day meal ticket (per semester) (for day student information)	\$420.00
7-day meal ticket (per semester) (for day student information)	\$452.00

**ADVANCED ENROLLMENT DEPOSIT**

All freshmen, transfer, and returning students are required to pay a \$100.00 advanced enrollment deposit. This deposit is due two weeks from the date of acceptance. This fee is refundable prior to May 1, if the student requests it in writing to the Admissions Office. This fee is deducted from the semester's total expenses. This deposit assures the student a room

in one of the university residence halls if he/she desires one.

**PROCESSING FEE**

A processing fee of \$15.00 is required with all original applications. This fee is applied against the cost of evaluating applications and is not refundable.

**PAYMENT OF BILLS**

Tuition and general fees are to be paid on or before entrance. Pay-

ment for room and board must be made in advance for each half semester.

In extreme cases, provision is made for 60 to 90 day extensions on unpaid balances, but this should be cleared with the assistant treasurer of the University prior to registration. Students are not permitted to enter classes or graduate until all financial obligations are settled.

**WITHDRAWAL REFUNDS**

The University plans its educational program for the entire academic year; therefore, tuition and general fees are not refundable after 48 hours.

In the event of justifiable withdrawal during the semester, the student will be charged for room and board plus 10 percent (10%) in excess of the charges for the period of attendance.

Please note that this applies only to charges for room and board. No refunds are made after November 1 in the fall semester and April 1 in the spring semester.

No refund on any of these payments will be made to students whose conduct results in suspension or expulsion.

Students with financial obligations to the university will be permitted to take semester examinations, but no statement of work completed will be released by the Registrar until the student has made satisfac-

tory settlement of all charges with the Business Office.

The University reserves the right to change fees and charges with adequate notice when necessary due to inflation.

## FINANCIAL AID

Campbell provides an extensive financial aid program for students who have need. In 1978-1979, Campbell gave some type of financial assistance to 84 percent of her students. Scholarships, grants, loans, and employment on the campus are available. Further information about financial aid, including application forms, may be obtained from the Financial Aid Office, Campbell University, Box 36, Buies Creek, NC 27506.

## LINEN SERVICE

Linen rental service, which includes two (2) sheets, one (1)

pillowcase, four (4) towels, and three (3) washcloths per week on an exchange basis, is optional and available to all students on the basis of \$35.00 per semester. A \$5.00 refundable advance deposit is required and is returned at the end of each semester after all linen rented has been returned to the laundry. Students will be charged for lost linen and linen not returned to the laundry on the basis of the net cost to the University.

## Laundry and Dry Cleaning Service

This service is optional and is available to all students. Those students wishing to participate in the laundry and dry cleaning services on a semester basis are given a laundry credit card and are required to make a nonrefundable deposit at the beginning of the fall term in the amount of

\$20.00. Students with established credit may use their credit cards for both laundry and dry cleaning. When the initial required deposit has been expended, the student with established credit may continue to use his or her credit card for a laundry and dry cleaning service for the remainder of the school year and will be billed monthly from the Business Office.

## University Bookstore

The University Bookstore is operated for the convenience of students. Since it is operated on cash basis, students should budget approximately \$75.00 per semester to purchase necessary books and supplies.

## Banking Service

The First Citizens Bank and Trust Company is within walking distance of the campus for students who desire banking services.

## Infirmary

The Pearson Memorial Infirmary provides medical services to all actively enrolled students of Campbell University as are routine in an infirmary type situation. There is at all times a well qualified nurse on duty. The Physician's Assistant maintains office hours at the Infirmary and is on call twenty-four hours a day. He has full support and consulting services with a group of five physicians at Betsy Johnson Memorial Hospital in Dunn, North Carolina.

## SUMMER SCHOOL EXPENSES — 1980

### Tuition and

General Fees	\$454.33 (each 5 weeks)	\$ 908.66 (10 weeks)
Student Activities	1.00 (each 5 weeks)	2.00 (10 weeks)
Insurance (includes sickness	5.25 (each 5 weeks)	10.50 (10 weeks)
Room & Board	197.78 (each 5 weeks)	395.56 (10 weeks)
Total	\$658.36 (each 5 weeks)	\$1,316.72 (10 weeks)

In addition to the above, students from outside the State of North Carolina will be charged an additional \$8.34 for each five week term. All charges for Summer School must be paid for each five week term in advance or on the date of registration.



Should emergency situations develop the student should report to the nurse at the Infirmary who will in turn arrange for such medical attention as is indicated. It should be borne in mind that the cost of drugs and laboratory fees will be assumed by the students. Campbell University is affiliated with the Lee-Harnett Mental Health Center which is located in Buies Creek. This affords students access to a superb staff when this type of professional help is needed. (Students should report to the Infirmary and be referred to the Mental Health Clinic from the Infirmary.)

To provide the best possible medical attention for the entire student body, it is suggested that each student keep the following policies in mind:

1. Except for emergency cases students needing medical attention should report to the university nurse during regular office hours.
2. Students are expected at all times to conform to the instructions of the Infirmary personnel as to when to enter and leave the Infirmary and when to report for examination or treatment. Any student leaving the Infirmary against the advice of the Infirmary personnel makes himself subject to disciplinary action, and the University in turn assumes no responsibility for complications that might develop as a result of the student's refusal to heed such advice.

3. The Infirmary personnel do not make calls in the residence halls. Should emergencies arise, the nurse on duty at the Infirmary should be so advised.

4. Inpatient visiting hours are from 1 to 2 p.m. and 7 to 8 p.m. only, and are limited to suitmates of the patient.

5. All accidents should be reported to the Infirmary as soon as possible.

6. If it is at all possible, students should report to the Infirmary before seeing another doctor.

7. Consent to medical treatment: Each student eighteen years of age and older, and the parent, or if no parent, legal guardian, of a student under eighteen years of age, shall be required to execute, at or prior to admission, a written authorization and consent for medical treatment in such form as the University may prescribe.

8. Prescriptions from the student's family physician may be filled or refilled at the Infirmary Pharmacy only if the student has been seen by his or her family physician for treatment.

### **STUDENT FINANCIAL AID**

Financial assistance is generally made to students on the basis of (1) prior academic record and expectations, (2) the individual's need for assistance, and (3) evidence of continuing good citizenship. Many awards are renewed in subsequent years,

provided the recipient continues to make normal progress toward graduation, continues to be in need of assistance, and applies each year.

Campbell University desires to provide financial assistance sufficient to meet the needs of its students. To assist in the determination of need, Campbell, like many other educational institutions and outside assistance agencies, has its students complete a confidential financial statement for the purpose of establishing the financial strength of the student and his family.

When completing the family financial statement (FFS), or financial aid form (FAF), the student should request that the completed analysis be sent to Campbell University. The confidential statement and Campbell University Application for Financial Aid is given to each student enrolled in the University. The Campbell University Application is mailed to incoming students in the admissions packet. The needs analysis forms are available in the high school guidance counselor's office and/or the financial aid office.

*Students must reapply for loans, grants, and scholarships each year as they are not automatically renewable.*

### **Scholarships**

Campbell University each year provides assistance to many of its

students through various scholarships that are financed through institutional funds as well as privately funded scholarships. Since scholarship assistance will often meet only a part of the financial need, it is recommended that scholarship applicants apply also for the other financial aid programs administered by the University.

A student must be enrolled in nine hours or more to receive a scholarship.

### Institutional Scholarships

The following scholarships are provided by the University.

- (1) Students preparing for full-time church-related vocations—\$300 per year.\*
- (2) High School Valedictorians who begin their post-secondary education at Campbell—\$300 per year.
- (3) High School Salutatorians who begin their post-secondary education at Campbell—\$200 per year.
- (4) Full-time pastors serving churches that participate in and cooperate with the Cooperative Program of the North Carolina Baptist State Convention — Tuition Scholarship (Tuition is approximately one-half of the total tuition and general fees charged at registration.)
- (5) Wife of Number (4) above — Tuition Scholarship.

- (6) Full-time church pastor, other than Number (4) above—\$300 per year.
- (7) Wife of Number (6) above—\$100 per year.
- (8) Children of Number (4) above—\$250 per year.
- (9) Children of Number (6) above—\$100 per year.
- (10) Children from Children's Homes—\$200 per year.
- (11) Children of N. C. Baptist State Convention Employees—\$250 per year.
- (12) Children of Baptist employed Associational Missionaries affiliated with the N. C. Baptist State Convention—\$250 per year.
- (13) Royal Ambassador (Service Aide) and Acteen (Student) Scholarships (additional brochure may be requested)—\$200-\$400 per year.

Applications must be submitted for renewal each year. Before March 1 applicants should write to the Brotherhood Department or State Acteens Director, Baptist State Convention, P. O. Box 26508, Raleigh, North Carolina 27611.

Applications must be submitted for renewal each year. Before March 1 applicants should write to the Brotherhood Department or

State Acteens Director, Baptist State Convention, P. O. Box 26508, Raleigh, North Carolina 27611.

- (14) Students selected by Pastors of churches cooperating with the Baptist State Convention of North Carolina—\$100 per semester.
- (15) Other institutional scholarships are available in the areas of athletics, music, admissions and academics.

\*To qualify for a scholarship, a full-time church-related vocation student must present a letter of recommendation from his or her church. Continuation of the award of such scholarships is conditioned upon the student's satisfactory performance. All students receiving scholarships from the University because of their church-related vocation commitment are required to take an average of one religion course each semester while enrolled at Campbell University.

### ENDOWED SCHOLARSHIPS

Campbell is most grateful for the financial assistance made available to its students each year through scholarship programs established by its many supporters. Academic major, financial status of family, academic achievement, character, and the geographical area of applicant often are factors that must be considered in the selection of scholarship recipients.

The number and amount of these scholarships each year is dependent upon number of returning recipients and earnings available from the invested principals.



## **SCHOLARSHIPS**

### **Restricted Endowment Funds**

Ned B. Ball Business Scholarship	Everette Lassiter Doffermyre Scholarship	Grace Butler and Frederick Rulfs Keith Living Endowment Scholarship	
Benson Baptist Church Scholarship	Lucille Lawrence and Waylon Scott Ellis Scholarship	I. Beverly Lake Constitutional Law Scholarship Award	
E. Willard Berry Endowed Memorial Scholarship	Carl Fitchett Memorial Scholarship	Layton Memorial Scholarship	
Kate Britt Biggs Scholarship	Ellen Barnes Floyd Scholarship	Mamie V. Luther Memorial Scholarship	
Joe E. Bouldin Memorial Scholarship	Betty Byrd Green Music Scholarship	Marshbanks Scholarship	
Josephine Harmon Bradley Scholarship	Valera Justice and Stacy Buckner Hall Scholarship	Robert Allen McIntyre, Jr. Memorial Scholarship	
The Lola Kearney and Rufus Allen Britt Endowed Scholarship	Blanton A. and Mamie Elizabeth Hunter Hartness Scholarship	Mary Paschal Scholarship	
George H. Britton, Sr. Scholarship	J. Paul and Bettie H. Hatley Scholarship	D. Russell Perry and Gertrude McIntosh Perry Scholarship	
The Judge John J. Broderick Memorial Scholarship	Brenda Joyce Holland Scholarship	Diffie Cummings and Martha Speas Phillips Endowed Scholarship	
Bryan-Faircloth Presidential Scholarship	Charles B. and Alma Dark Howard Scholarship	Tina Walker Poole and William Henry Poole, Sr. Scholarship	27
Mr. and Mrs. J. Shepherd Bryan Memorial Scholarship	John Stewart and Mary Cox Howard Scholarship	Mr. and Mrs. A. E. Rozar Memorial Scholarship	
James E. and Mary Z. Bryan Foundation Scholarship	Ronald Hyatt Memorial Scholarship	Ellen Amanda Rumley Scholarship	
Lanie Horton and W. Carroll Bryan Scholarship	Sue Weddle and B. W. Jenkins Scholarship	Jesse Slocumb Smith Scholarship	
Dr. and Mrs. A. R. Burkot Living Endowment Scholarship	Robert S. and Mattie McPherson Jernigan Endowed Scholarship	S. C. Foundation of Independent Colleges Scholarship	
Ruby Bailly Byrd Scholarship	Berles C. and Frances B. Johnson Scholarship	Chloe Avery and George Thomas Scott Scholarship	
Ruth Carter Memorial Scholarship	Dr. Ralph Johnson Memorial Scholarship	Alice Pruitt Shouse and James S. Shouse Scholarship	
Crawford Rogers Coates Memorial Scholarship	Rufus Warren Johnson Memorial Scholarship	Martha Kathryn and Woodrow Wilson Small Scholarship	
Iley Inscoe Crawley Scholarship Fund	Sarr Johnson Memorial Scholarship	Maxey Dalton and Lillian D. Small Scholarship	
Andy Creed Memorial Scholarship			
The Danner Family Scholarship			

Willie Mae and A. Clay Smith  
Scholarship

H. Paul and Dee M. Strickland  
Scholarship

J. Hunter and Mabel C. Strickland  
Scholarship

Campbell University Tartan Club  
Scholarship

Fred L. and Alliene Fresh Taylor  
Endowed Scholarship

William S. Terrell Scholarship

Walter James and Margaret  
Chason Wiggins Memorial  
Scholarship

Mildred Harmon and Norman  
Adrian Wiggins Law  
Scholarship

I. R. Williams Memorial  
Scholarship

### **Restricted Endowment Fund Scholarships In Progress**

Campbell University Board of  
Ministers Scholarship

The Major Sam Byrd Trust Educa-  
tion Scholarship

The Major Sam Byrd Law School  
Scholarship

C & D Insurance Service,  
Incorporated Scholarship

Carolyn Clark Memorial  
Scholarship

Hargrove B. Davis Golf  
Scholarship

Sarah Gray Duncan and Virgil  
Ennis Duncan Scholarship

Elizabethtown Baptist Church  
Scholarship

James L. Faison Memorial  
Scholarship

Eula Green and Rufus Benton  
Harmon Memorial Scholarship

Evander Washington and Mina  
West Jackson Scholarship

Mildred Horner and E. Weldon  
Johnson Scholarship

King Roofing and Manufacturing  
Company Scholarship

Calvin Koonce Scholarship

Campbell University  
Department of Mathematics  
Scholarship

Brenda Elaine McLaurin  
Scholarship

John A. McLeod, Jr., Journalist  
Scholarship

Lundie Calvin Ogburn and Mamie  
Avery Byrd Ogburn Trust

Page Memorial Scholarship

Robert T. Peters, III Scholarship

Provident Charitable Foundation  
Scholarship

Southeastern Trust School  
Scholarship

Elgie Lee and Lonnie Dalton Small  
Scholarship

Ruby and Steve J. Smith  
Scholarship

Elise M. K. Stephenson Memorial  
Scholarship

Grace White and Gilbert Thomas  
Stephenson Scholarship

James P. and Caroline Stovall  
Trust

Algernon Sydney Sullivan  
Scholarship

Mary Mildred Sullivan Scholarship

D. M. Tatum Memorial  
Scholarship

Horace Graham Thompson  
Memorial Scholarship

G. A. Tripp Social Science  
Scholarship

Wade Baptist Church Financial  
Aid Fund

Alvin Dale Wells Memorial  
Scholarship

Wilkins Scholarship Aid

### **Other Scholarships**

Wilma McCurdy Memorial  
Scholarship

Dorothea Van Deusen Opdyke  
Scholarship

### **JAMES E. AND MARY Z. BRYAN FOUNDATION**

#### **Student Loan Plan**

Legal residents of North Carolina enrolled or accepted for enrollment as full-time students in undergraduate programs may borrow up to \$750 per semester, but may not exceed \$6,000 during their undergraduate study. Loans are administered by College Foundation, Inc. The interest rate is 1% during the in-school, grace, and approved extension periods, and 6% during the repayment period.

Repayment begins on the first of the seventh month after the borrower ceases to be a full-time student.

Applications may be obtained from the Financial Aid Office at Campbell or from College Foundation, Inc., 1307 Glenwood Avenue, Raleigh, N. C. 27605.

When requesting an application from the Foundation, the applicant must include the name and address of the educational institution that he or she plans to attend. Applications must be sent to the aid officer for certification; the aid officer will submit certified application to the Foundation. July 1 is the deadline for applications for the fall semester. Applications should be received at Campbell two weeks before this date.

**STATE GRANTS AND LOANS**

**North Carolina Legislative Tuition Grant**

Full-time, undergraduate, resident students of North Carolina may receive funds by completing the proper application (NCLTG application).

**North Carolina Student Incentive Grant**

Students may receive up to \$1,500 by submitting a copy of the needs analysis to College Foundation, Inc. by March 31. Student will receive a request for additional information if eligibility is determined for the Student Incentive Grant.

**NORTH CAROLINA STATE CONTRACTUAL SCHOLARSHIP FUND**

Students who are residents of North Carolina and who establish financial need beyond the NCLTG may qualify for assistance from North Carolina State Contractual Scholarship Fund. Information is available in the Financial Aid Office.

**Vocational Rehabilitation**

Students who are residents of North Carolina and have physical or emotional disabilities should contact the State Rehabilitation Commission for assistance.

**Guaranteed Student Loan**

Legal residents of North Carolina enrolled full-time may borrow through College Foundation up to \$1,250 per semester for a total of \$2,500 per academic year for an aggregate of \$10,000 for enrollment including graduate school. Loans are insured by the N. C. State Education Assistance Authority or the U. S. Office of Education and *under certain conditions* the Office of Education pays the 7 percent interest during the in-school and grace periods. Application forms may be obtained in the financial aid office. Only students from North Carolina are eligible. Repayment is to begin nine months after graduation with pay back period determined by the amount borrowed. Students must

reapply for this loan each year as it is not automatically renewed.

Students who are not residents of North Carolina may obtain information on this program from the Financial Aid Office or from a local bank.

**North Carolina Scholarship Loan Fund for Prospective Teachers**

This loan fund was established by act of the legislature of North Carolina in 1957 for capable students who are preparing to teach in the public schools of North Carolina. Students with a good high school or college record may be eligible for a loan in the amount of \$900 for each of the four years in college. One annual loan is automatically cancelled for each year the student teaches in the public schools of North Carolina. If the student does not teach, the loan must be repaid at seven percent annual interest.

**FEDERAL GRANTS AND LOANS**

**Supplementary Educational Opportunity Grants**

A limited number of supplementary educational opportunity grants are available to students attending Campbell University. Funds for the grants are provided by the federal government and must be matched by an equal amount of some other type of aid. Grants under this program can be

awarded to students who: (1) are nationals of the United States; (2) have been accepted for enrollment as full-time students, or who are in good standing and are in full-time attendance; (3) show evidence of academic or creative promise and capability of maintaining good standing in their course of study; (4) are of exceptional financial need; and (5) would not be financially able to attend college without such a grant. Grants under this program vary from \$200 to a maximum of \$1,500 per year depending upon funds available and the need of students concerned. No student may receive more than \$4,000 in SEOG funds during his undergraduate years.

### **Basic Education Opportunity Grant**

Students who have a sufficient financial need may be eligible for this grant. Students may apply by submitting a BEOG application to Basic Grants or requesting that a copy of their FFS or FAF be sent to Basic Grants.

The application should be sent as soon after January 1 as possible.

### **Veterans Assistance**

Veterans, widows of veterans, children of disabled or deceased veterans, and active military personnel who need assistance in applying for benefits should contact their local Veterans Administration Office or The Director of Veterans

Affairs, Campbell University, Buies Creek, North Carolina 27506.

### **Army ROTC Scholarships and Funds**

The Army ROTC Scholarship program is designed to offer financial assistance to outstanding young men motivated toward an Army career. Each scholarship provides free tuition, textbooks, and laboratory fees in addition to a subsistence allowance of \$100.00 per month for ten months of each scholarship year. Four-, three-, two- and one-year scholarships are awarded on a competitive basis. Four-year scholarship applications are accepted from September 1 through December 31 for the academic year beginning the next fall. Four-year scholarship applications may be obtained by writing Army ROTC, Fort Monroe, Virginia 23351. Information concerning three-, two- and one-year scholarships may be obtained by writing to, or visiting, the Professor of Military Science, Campbell University, Box 307, Buies Creek, North Carolina 27506. All advanced ROTC students (Junior and Senior students) without a scholarship receive \$100.00 per month allowance during ten months of each year.

### **National Direct Student Loan**

A program of borrowing, based upon need, enables students who are eligible to borrow a maximum

of \$2,500 during the freshman and sophomore years. The maximum amount for undergraduate students is \$5,000. These loans are non-interest bearing while a student is enrolled full time. During the repayment period, interest is calculated at 3 percent on the declining balance. Recipients of these loans entering the teaching profession may be eligible for partial cancellation of their loans. Repayments of these loans are made quarterly.

### **College Work-Study**

This program provides the student who is eligible under the Federal College Work Study Program an opportunity to work and earn part of the money necessary to meet his educational expenses. It is "hours worked, hours paid" type of program. The student approved for Work-Study is compensated on a monthly basis for the hours that he has worked during the month. The student is not permitted to deduct a Work-Study award from his educational charges at the beginning of the semester if he has been approved to work. Students work in almost all areas of the campus — library, food service, physical plant, dormitories, academic departments, administrative offices, athletics, etc. Student workers are encouraged to arrange work schedules that allow adequate time for their studies.

Students interested in assistance

of this type must complete a FAF or FFS application which may be obtained from a high school guidance counselor or from the University's Financial Aid Office. Assistance in completion of appropriate forms will be offered when needed. After being approved for Work-Study, each student must visit the Financial Aid Office to obtain a work contract before beginning work.

**How to Apply For Financial Aid**

- (1) Complete application for Admission to Campbell University and send to Admissions Office, P. O. Box 546, Buies Creek, N. C. 27506.
- (2) Complete Financial Aid Application for Campbell University and send to Financial Aid Office, P. O. Box 36, Buies Creek, N. C. 27506.
- (3) Complete a Family Financial Statement, American College Testing, or Financial Aid Form, College Scholarship Service. These are available from your high school guidance office or the University's Financial Aid Office. Mail to processing center with a request for copy to be sent to Campbell University.

Application for financial aid should be received in the Financial Aid Office by April 15.

After this date financial aid is awarded as soon as all information listed above has been filed, and you have been accepted for admission to the University. Ap-

plications received after April 15 will be considered as funds become available.

Additional information may be obtained by requesting a copy of the Student's Financial Aid Consumer Information brochure from the Admissions Office or the Financial Aid Office.

**ENDOWMENT FUNDS**

- The Graham A. Barden Chair of Government
- Ora Carr Cansler English Professorship
- The Creech Memorial Scholarship Annuity Trust
- Lucille Lawrence Ellis Professorship of Law
- The Charles B. and Alma Dark Howard Chair of Religion
- Jefferson-Pilot Professorship of Business
- Ruth Bethea Johnson Annuity Trust
- The Lundy Chair of the Philosophy of Business
- Gordon B. Rowland Charitable Unitrust
- Mrs. Siddle Sauls Annuity Trust
- Victor Small Trust
- T. F. Staley Lecture Program
- Jesse Miller Tucker Memorial Fund
- The Lewis Edward and Martha Barnes Tyner Chair of Bible

**Unrestricted Endowment Fund**

The D. Rich Memorial Endowment Fund

**ENDOWMENT FUNDS IN PROGRESS**

- Bank of North Carolina, N.A. Chair of Banking Fund
- Blackmon Annuity Fund Trust
- Chair of Church Music (The Howard Fund)
- Faircloth Fund
- Department of Geology Fund
- General Law School Fund
- Thomas J. (Jack) Lynch Professorship of the Philosophy of Law
- Mabel Powell Chair of English
- J. Leon Rumley Chair of Business
- Mrs. M. A. Small Annuity Trust
- Claude E. Teague Library Bookshelf Fund
- Evelyn and James Bennett Willis Annuity Trust
- Margaret Ross and James Bennett Willis Annuity Trust







## 4. ACADEMIC PROGRAM

### Bachelor's Degrees

Campbell University confers six Bachelor's degrees: Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Bachelor of Music Education, Bachelor of Special Studies, and Bachelor of Health Science.

To be eligible for a Bachelor's degree, the candidate must have demonstrated evidence of good character, must have completed the prescribed work, and must have met the minimum resident requirement of thirty-two semester hours. This shall be interpreted as the last year preceding graduation.

A candidate for a Bachelor's degree must:

1. Complete the General Curriculum required for the specific degree.
2. Satisfy the Cultural Enrichment Program attendance requirement.
3. Complete a minimum of nine semester hours in the departmental major at Campbell.
4. Average C on all work attempted, average C on all work attempted at Campbell University, and average C or better in all courses required for the major.

5. Complete 128 semester hours of college work including Health 111 and two semester hours of physical education.

A student is normally allowed to attempt only 160 semester hours before graduation. This number may be exceeded with the approval of the Retention Committee.

### Associate In Arts Degree

A candidate for the Associate in Arts degree must have demonstrated evidence of good character, must have completed the prescribed work, and must have met the minimum residence requirement of sixteen semester hours.

A candidate for the Associate in Arts degree must complete 64 semester hours of work including Health 111 and two semester hours of physical education. He must have earned a C average on all work offered for graduation. Also, he must have a C average on 80 per cent of all work attempted.

### Graduation

Degrees will be conferred at the end of the regular semesters in December and in May and at the end of the second term of summer school.

The responsibility for meeting the requirements for graduation rests upon the student.

### Application for Graduation

The candidate is responsible for applying for graduation at the beginning of the final semester before graduation. Applications must be on file in the Office of the Dean of the University. Also the candidate must take care of all financial obligations prior to graduation.

### Graduation with Honors

Students who achieve a grade point average of 3.25 will be graduated CUM LAUDE, 3.50 MAGNA CUM LAUDE, and 3.75 SUMMA CUM LAUDE.

Graduation with honors is determined by the overall grade point average on all work attempted and on all credit earned at Campbell University.

To be eligible for honors a student must have completed a minimum of 60 semester hours at Campbell in a five-year period immediately preceding graduation. A transfer student may receive no honors which require a quality point average higher than the quality point average attained on work at Campbell University.

### Graduation In Absentia

All candidates are urged to participate in the graduation ceremony. Those students who cannot be present should present to the Dean of the University a request with their justifications for graduating in absentia.



**The General Curriculum**

The General Curriculum is composed of courses from six subject areas. Beginning students should select courses from the General Curriculum in the following order:

A. *English Language and Literature*

All students must take an English course every semester until the English requirement is fulfilled.

B. *Foreign Languages*

All students must take a Foreign Language every semester until the Foreign Language requirement is fulfilled.

C. *Mathematics and Science*

All students must take Mathematics every semester until the Mathematics requirement is fulfilled. All students must take 8 hours of Science during either the Freshman or Sophomore year.

D. *Western Civilization*

All students must take either History 111, 112 or Religion 101, 202 or 212 during the Freshman year. Six additional hours are required in Social Science or Philosophy. All students must take the other required general courses during the Freshman or Sophomore year. (Students interested in majoring in History or Social Science should take History 111, 112 during the Freshman year.)

E. *Physical Education and Health*

All students must take two semester hours of Physical Education during the Freshman year and Health 111 prior to admission to the Junior class.

F. *Fine Arts*

All students must take either Art 131, Music 131, or \*Drama 131.

Exceptions to the General Curriculum must be approved by the appropriate Department Chairman and the Dean of the University.

\*Not for Elementary Education majors.

**Alternate Courses**

In order to complete a schedule, a Freshman or Sophomore student may select one of the following courses.

- Business Administration 200
- Economics 223,224
- Education 221
- English 305
- Psychology 222
- Journalism 301, 303
- Geography 113
- Government 229, 230
- Home Economics 107
- Natural Science 211
- Physics 231
- Sociology 225, 226

Other Freshman and Sophomore level courses may be selected as an alternate upon the recommendation of the student's faculty advisor.

**General Requirements for Degrees**

**Bachelor of Arts**

	<i>Sem. Hrs.</i>
Art 131, Music 131, or Drama 131 .....	3
English 111, 112 .....	6
English 221, 222, 223, or 224 .....	6
*Foreign Language .....	18
History 111-112 .....	6
Social Science or Philosophy .....	6
Mathematics 111, 112, 140, or 160 .....	6
(or Mathematics 222)	
Natural Science .....	8
Religion .....	6
Major .....	up to 45
Health 111 .....	2
Physical Education .....	2
Electives .....	to total 128

**Bachelor of Science**

	<i>Sem. Hrs.</i>
Art 131, Music 131, or Drama 131 .....	3
English 111,112 .....	6
English 221, 222, 223, or 224 .....	6
*Foreign Language .....	12
History 111, 112 .....	6
Social Science or Philosophy .....	6
Mathematics 111, 112, 140 or 160 .....	6
(or Mathematics 222)	
Natural Science .....	12
Religion .....	6

Major .....	up to 45
Health 111 .....	2
Physical Education .....	2
Electives .....	to total 128

\*Six hours of the requirements may be satisfied by the presentation of two or more high school units in the same language. Credit cannot be earned for 101 and 102 in the same language after completing 111 or 112.

## Bachelor of Business Administration

	Sem.
	Hrs.
Accounting 213, 214, any 300 level course .....	10
Art 131, Music 131, or Drama 131 .....	3
Business Administration 200, 221, 222, 313, 314, 331, 332, 336 .....	24
Data Processing 225 .....	3
Economics 223, 224, 447, 453, 6 hours of Economics elective .....	18
English 111, 112 .....	6
English 221, 222, 223, or 224 .....	6
*Foreign Language .....	6
Mathematics 140, 160 .....	6
Natural Science .....	8
Psychology 222 .....	3
Religion 101, 3 hours elective .....	3
Health 111 .....	2
Physical Education .....	2
History 111, 112 .....	6
Government 229 .....	3
Electives .....	to total 128

\*Six hours of the requirements may be satisfied by the presentation of two or more

high school units in the same language. Credit cannot be earned for 101 and 102 in the same language after completing 111 or 112.

## Bachelor of Science (Elementary Education)

	Sem.
	Hrs.
Art 131, 334 .....	6
English 111, 112 .....	6
English 221 or 222 .....	3
English 223 or 224 .....	3
*Foreign Language .....	6
Geography 113 .....	3
Government 229 .....	3
Sociology 345 .....	3
Health-Physical Education 333, 334, 444 .....	6
History 111, 112, 221, 222 ....	12
Mathematics 301, 302 .....	6
Music 131, 323 .....	6
Science Education 113, 114, 115 .....	9
Psychology 222 .....	3
Education 221, 341, 351, 431, 443, 444, 445, 446, 457 .....	30
Religion 101, 202, or 212 ....	6
Speech 113 .....	2
Health 111 .....	2
Physical Education .....	2
Electives .....	to total 128
See department course descrip- tions for grade 4-9 certificate requirements.	

\*Six hours of the requirements may be satisfied by the presentation of two or more high school units in the same language. Credit cannot be earned for 101 and 102 in the same language after completing 111 or 112.

## Bachelor of Music

	Sem.
	Hrs.
English 111, 112 .....	6
English 221, 222, 223, or 224 .....	6
*Foreign Language .....	12
History 111, 112 .....	6
Mathematics 111 .....	3
Natural Science .....	4
Religion .....	6
Health 111 .....	2
Education 221, 222, 341, 431, 452, 453, 457 .....	24
Music and Music Education .....	up to 42
Applied Music .....	up to 18
Choir or Band .....	7
Physical Education .....	2

\*Six hours of the requirements may be satisfied by the presentation of two or more high school units in the same language. Credit cannot be earned for 101 and 102 in the same language after completing 111 or 112.

## Bachelor of Special Studies

	Sem.
	Hrs.
English 111, 112 .....	6
Religion 101 .....	3
Mathematics 160 .....	3
Chemistry 111 .....	4
Art 131, Music 131 or Drama 131 .....	3
History 221, 222 .....	6
Government 229, 230 .....	6
Sociology 225, 226 .....	6
Psychology 222 .....	3
Health 111 .....	2

**Bachelor of Health Science***Sem.**Hrs.*

English 111, 112 .....	6
English 221, 222, 223, or 224 .....	3
Religion 101 .....	3
Mathematics 111, 112, 140, or 160 .....	3
Social Sciences—History 111, 112, 6 hours elective .....	12
Chemistry 111, 113, or Biology 111, 112 .....	8
Art 131, Music 131, or Drama 131 .....	3
Psychology 222 .....	3
Health 111 .....	2
Physical Education .....	2

**Associate In Arts***Sem.**Hrs.*

Art 131, Music 131, or Drama 131 .....	3
English 111, 112 .....	6
English 221, 222, 223, or 224 .....	3
History 111, 112 .....	6
Mathematics 111, 112, 140, or 160 .....	6
Natural Science .....	4
Religion 101 .....	3
Health 111 .....	2
Physical Education .....	2

## ART

ASSISTANT PROFESSOR: MR. RABB

A concentration in Art requires a minimum of 18 semester hours. Required courses include Drawing and Painting (103), The Visual Arts (131), Design (201), and Ceramics (211) or Sculpture (213). An additional 6 hours must be selected from the following: Ceramics (211), Sculpture (213), Drawing and Painting (104), Advanced Design (202), Drawing and Painting (203, 204), Advanced Ceramics (212), Sculpture (214), or Advanced Sculpture (313, 314).

### 103. Drawing and Painting (3).

Introduction to various drawing media while exploring human anatomy. Color theory and practice concludes the semester. (Fall).

### 104. Drawing and Painting (3).

Continuation of Art 103 with emphasis on acrylic or oil painting based on the live model. (Spring).

## 38 131. Visual Arts (3).

Theory, history, and appreciation of the visual arts as communicative media. Slide lectures and discussion. (Every semester).

### 201. Design (3).

Design principles that are inherent in every visual art form will be studied and applied in two and three-dimensional studio work. Class discussion. (Alternate semesters).

### 202. Advanced Design (3).

An individualized continuation of Art 201. (Alternate semesters).

### 203. Advanced Drawing and Painting (3).

Individual studio research dwelling on problems of composition. Prerequisite Art 103, 104. (Every semester).

### 204. Advanced Drawing and Painting. (3).

Continuation of Art 203. (every semester).

### 211. Ceramics (3).

Basic experiences in wheel-throwing and hand-building with a concern for three-dimensional design. (Alternate semesters).

### 212. Advanced Ceramics (3).

An individualized continuation of Art 211. (Alternate semesters).

### 213. Sculpture (3).

Study of mass and volume using clay, plaster, and other pliable materials. (Fall).

### 214. Sculpture (3).

Continuation of Art 213 with study of mold construction and casting. (Spring).

### 313. Advanced Sculpture (3).

Introduction to acetylene welding and more complex sculptural methods. Prerequisite Art 213, 214. (Every semester).

### 314. Advanced Sculpture (3).

Continuation of Art 313. (Every semester).

### 321. Art—The Child, The School (3).

Methods and material of art teaching in the elementary school. Creative experiences in diverse media as well as a study of children's art. (Every semester).

## BIOLOGY

PROFESSOR: DR. BEARD

ASSOCIATE PROFESSOR:

ASSISTANT PROFESSORS: DR. AGNEW,

MRS. MCCALL,

INSTRUCTOR: MR. EVERHART

A major in Biology may be obtained either within a general, a teacher certification or a pre-professional curriculum. The major consists of a minimum of 32 semester hours and includes Biology 111, 200, one laboratory course in the 201-203 series, 327, 342, 346 or 437, and four hours of botany to be selected from 201, 202, 241, 242, and 244.

Ancillary requirements include Mathematics 112, 160; Chemistry 111, 113, 207 or 227 and 228; and Physics 221-222 or Physics 251-252; Mathematics 222 is an additional requirement in the pre-professional curriculum. Those who take Mathematics 222 may elect to take Biology 275 instead of Mathematics 160.

A student may elect a major in Natural Science or in Science Education with a concentration of twenty-four semester hours in Biology. It is recommended that the concentration include 111, 200, one

laboratory course in the 201-203 series, 327, 342, 346 or 437 and four hours of botany to be selected from 201, 202, 241, 242, and 244; and that careful attention be given to selection of cognate courses in Mathematics and other sciences.

### 111. Basic Biology (4).

An introduction to biological chemistry, cell biology, energy relationships, reproduction and development, genetics, evolution, and ecology. Prerequisite to all other biology courses.

### 112. Human Biology (4).

A study of man from the standpoint of body structure and function, cultural development and biological relationships. (See Biology 221).

### 113. Environmental Biology (4).

Analysis of environmental problems with applications of ecological knowledge to the restoration and maintenance of life-sustaining quality in the world ecosystem. For non-biology majors.

*Courses numbered 200 to 275 are open to all students who hold credit for Biology 111.*

### 200. Organismal Biology (3).

A study of the diversity and unifying principles of life. The evolutionary theory is considered as the unifying concept. One laboratory course in the series 201-203 is prerequisite for one additional credit-hour. Other laboratory courses in the series may be taken either concurrently with 200 or subsequently, for two credit-hours each.

### 201. Laboratory in Bacteria, Bluegreen Algae, Protozoa, Sponges, and Fungi (1 or 2).

### 202. Laboratory in Algae and Plants (1 or 2).

### 203. Laboratory in Animals (1 or 2).

### 214. Human Genetics (4).

An introduction to the genetic make-up of humans and to genetic issue of importance to modern society such as radiation effects, transplantation, racial differences, counseling, genetic engineering, and aging. Mostly for non-biology majors.

## **221. Human Anatomy and Physiology (4).**

A detailed study of the structure and function of the major organ systems in man. Continuity is maintained by emphasizing regulation and integration of these systems. Credit may not be received for both 212 and 221.

## **223. Invertebrate Zoology (4).**

A phylogenetic approach to the biology of invertebrate groups.

## **224. Vertebrate Natural History (4).**

Identification, classification, and life histories of common vertebrate animals of North Carolina. Study of the vertebrates in their natural habitats is emphasized.

## **226. Ornithology (4).**

Bird identification, classification, evolution, ecology, behavior, and life histories will be emphasized. The study of birds in their natural habitats will be emphasized during the laboratory periods.

## **238. Developmental Anatomy (4).**

An integrated approach to the study of comparative vertebrate anatomy and embryology.

## **241. Field Botany (4).**

The collection, identification, and biology of vascular plants, with particular attention to their role in the natural economy.

## **242. Algology (2).**

A half-semester course dealing with the collection, identification, comparative biology, and economic importance of freshwater, terrestrial, and marine algae.

## **244. Bryology (2).**

A half-semester course similar to the preceding, treating mosses, liverworts and hornworts.

## **275. Biometry (4).**

The gathering, processing and analyzing of quantitative biological data. Experience is provided in the use of the elementary statistical methods and computational devices, including the IBM 1130 computer and facilities of the Triangle Universities Computation Center. The topics studied are fundamental in Biology.

## **327. Ecology (4).**

A study of the interactions which determine the distribution and abundance of organisms. Prerequisites: Biology 200, Chemistry 111, Mathematics 160 or Biology 275; or permission of the instructor.

## **331. Invertebrate Paleontology (4).**

See Geology 331. Prerequisites: Biology 200, 223, or Geology 112; or permission of the instructor.

## **332. Paleobotany (4).**

See Geology 332. Prerequisites: Biology 200, 241, or Geology 112; or permission of the instructor.

## **334. Microbiology and Immunology (4).**

An elementary treatment of microorganisms, primarily bacteria. Special emphasis is given to study techniques and the roles of these organisms in ecology, health and disease.

## **342. Genetics.**

A study of heredity. Prerequisites: Chemistry 111, 113, Mathematics 160 or Biology 275, and eight hours in Biology; or permission of the instructor.

## **346. Cell Physiology (4).**

An introduction to the chemistry, physics, and functional organization of cells.

Prerequisites: Physics 222 and Chemistry 207 or 227-228.

## **437. Animal Physiology (4).**

An analysis of physiological mechanisms in animals, with emphasis on the organ level of organization. Prerequisites: Biology 200, Chemistry 111-113, and Physics 222 or 252.

## **447-448. Biology Thesis (2,2).**

The investigation of a problem for two semesters of the senior year, the results of which are reported in thesis form. Credit for 447 is deferred until completion of 448.

## **460. Special Topics (2).**

Investigation of an important aspect of modern biology under the supervision of a staff member. Students may register for this course only by prior arrangement with the instructor.

## **BUSINESS**

### **PROFESSOR:**

VISITING PROFESSORS: MR. MILLER,  
DR. SCHILLP, DR. STRANGE  
ASSOCIATE PROFESSORS:  
MRS. BEASLEY, MR. FOLWELL,  
MRS. MULKEY, MRS. SIKES,  
COL. VERMILION, DR. WU  
ASSISTANT PROFESSORS:  
MRS. LOCKERMAN, DR. WILLIAMS,  
INSTRUCTORS: MR. COOKE,  
MR. FAIRIS, MR. ROSS,  
DR. SHABICA, MRS. SORVARI,  
MR. WOODLILL

### **Four-Year Curricula Leading To Bachelor Degrees**

Requirements for a major in Accounting (BBA): Accounting 213, 214, 323, 324, 325, 333, 334, 335, 443, 444, Business Administration, 200, 221, 222, 313, 314, either 331 or 332, Data Processing 225, Economics 223, 224, 357, 453, 447.

Requirements for a major in Business Administration (BBA): Accounting 213, 214, any 300 level accounting course, Business Administration 200, 221, 222, 313, 314, 331, 332, 336, Data Processing 225, Economics 223, 224, 447, 453, and six semester hours of economics electives. Electives must be selected from junior and senior-level courses.

Requirements for a major in Data Processing (BBA): Accounting 213, 214, any 300 level accounting course, Business Administration 200, 221, 222, 313, 314, 331, Data Processing 225, 226, 241, 342, 343, 344, 351, 452, 461, 462, Economics 223, 224, 453.

Requirements for a major in Economics (BS), (BA): Accounting 213, Business Administration 200, Economics 223, 224, 333, 334, 453, 459 and 12 semester hours of economics electives. Electives must be selected from junior and senior-level courses. In addition to the above, the student must complete Math 222.

Requirements for a major in Trust Management (BBA): Accounting 213, 214, 333, Business Administration 200, 221, 222, 314, 336, 433, 435, Data Processing 225, Economics 223, 224, 453, Trust Management 330, 430, 431, 515, 530, 531, 532, 533, 535, 536.

Requirements for a major in Business Education (Basic) (BS): Accounting 213, 214, any 300 level accounting course, Business Administration 200, 221, 222, 313, 331, 332, 336, Data Processing 225, Economics 223, 224, 453, Education 221, 341, 431, 441, 452, 453, 454, 458, Secretarial Science 331 and two courses in typing.

Requirements for a major in Business Education (Comprehensive) (BS): Accounting 213, 214, Business Administration 200, 221, 222, 313, 332, 336, Data Processing 225, Economics 223, 224, Education 221, 341, 431, 441, 452, 453, 454, 458, Secretarial Science 115, 116, 120, 225, 331, 332 and two courses in typing.

## **Two-Year Vocational Curricula Leading to Associate Degrees**

Requirements for a major in Secretarial Science (AA): English 111, 112, 221, or 223, Health 111, PE 2 hours, Math (either 111, 140, or 160), Psychology 222, Religion 101 and one religion elective, Accounting 213, Business Administration 221, 336, Secretarial Science 111, 112, 115, 116, 120, 221, or 222, 225, 229, 331, 332.

Requirements for a major in Legal Secretarial Science (AA): English 111, 112, Health 111, PE 1 hour, Psychology 222, Religion 101, Government 229, Accounting 213, Business Administration 221, 222, 331, 336, Secretarial Science 115, 117, 118, 221, 223, 224, 227, 228.

Requirements for a major in General Business (AA): English 111, 112, 221 or 223, Health 111, PE 2 hours, Math (either 140, or 160), Psychology 222, Government 229, Religion 101 and one religion elective, Accounting 213, 214, Business Administration 200, 221, 222, 313, 336, Economics 223, 224, Secretarial Science 111, 331.

## **ACCOUNTING**

### **213-214. Accounting Principles (4,3).**

A study of accounting terms, procedures, and practices of sole proprietorships,

partnerships, and corporations. A study is made of special columnar journals, worksheets, financial statements, negotiable instruments and departmental costs.

### **323-324. Intermediate Accounting (3,3).**

A study of the principle accounting statements. A review of the fundamental processes in recording, classifying and summarizing business transactions. A detailed study of the measurement of the business position and of periodic progress. A study of special analytical procedures, including the development of special reports, ratios, and measurements in statement analysis. Prerequisite: Accounting 214.

### **325. Managerial Accounting (3).**

A study of the uses of accounting information for decision making inside and outside the business firm. The study is related to the nature and objectives of business decisions—what information is necessary to make them, and what data is relevant and what the uses and limitations of this data are. Prerequisite: Accounting 214.

### **333. Taxation (3).**

A study of the basic principles and major problems of the federal income tax laws and their application to tax situations for individuals and corporations. Some attention will be devoted to state tax laws and to tax procedure.

### **334-335. Cost Accounting (3,3).**

The principles and procedures followed in the assembly and recording of materials, labor, and manufacturing expenses to ascertain production costs, process costs, costing for joint products, job costing, budgeting, standard costs, direct costs, and pricing joint products are studied. Prerequisite: Accounting 214.

### **443. Auditing (3).**

A course in auditing theory and practice. Auditing objectives, standards, ethics, terminology, procedures, and reports are studied. The place and responsibility of both the internal auditor and the public auditor are studied. Prerequisite: Accounting 323, 324.

### **444. Advanced Accounting (3).**

A comprehensive study of special problems relating to partnerships and corporations, dealing with liquidations, installment sales, consignments, agency and branch accounting, consolidations and mergers, together with receiverships, trusts, and estates. Prerequisite: Accounting 323, 324.

## **BUSINESS ADMINISTRATION**

### **200. The Philosophy of Business (3).**

Nature and function of business; origins and basic morality of private ownership; development of free markets and capitalism, government protection, regulation, and control of business; problems of poverty and famine, inequality, conservation of resources, pollution, monopoly, trade unionism, automation, and managed currencies. Course includes discussion of business policy for corporate executives.

### **221-222. Business Law (3,3).**

The student is introduced to constitutional, criminal and tort law as it applies to ordinary business transactions, with emphasis on contracts and negotiable instruments. Included are: the divisions of property, agency, partnerships, corporations, sales, and commercial paper. Emphasis is placed on the Uniform Commercial Code throughout the course.

### **313. Principles of Marketing (3).**

A study of basic marketing principles with emphasis on customer behavior, marketing policies, programs, information, management, organizations, institution, research, accounting concepts, and related economic theories. Case studies of various marketing activities are also included. Prerequisite: Economics 224.

### **314. Corporation Finance (3).**

A study of the principles, methods, and problems relating to managing the current and long-term financial needs of corporations. The topics studied include procedures for organizing a company; classes of securities; sources of funds; dividend policies; expansion and combination; insolvency and reorganization; government regulation; and



organization and methods of the money and capital markets. Prerequisite: Accounting 214.

**331. Principles of Management (3).**

A study of the basic fundamentals underlying efficient and effective application in planning and control of human and economic resources under the free enterprise system. Prerequisite: Economics 224.

**332. Personnel Management (3).**

A study of policies, procedures, and techniques involved in the management of men so as to gain maximum rewards for the employee and the employer. Particular emphasis is placed upon managerial development and leadership. Prerequisite: Principles of Management 331.

**336. Business Communications (3).**

A study of theory and practice in communications for business purposes. Focus is primarily in three areas: The theory, process and problems of communication; Development of effective internal communications and practice; Development of effective external communications and practice.

**400. Human Behavioral Laboratory (3).**

A course designed to consider human relations and the positive cooperative efforts of groups working together in a mature manner from the behavioral science viewpoint. Principle stress is placed on the importance of developing and maintaining a positive mental attitude in our total life environment. A major goal will be to further understanding of human dynamics and the process of interaction. Prerequisite: Principles of Management 331. Not offered every semester.

**433. Principles of Insurance (3).**

A study of risk and insurance applied to handling of perils and hazards; covers fields of fire, property, casualty, auto, fidelity, life, social insurance. Prerequisites: Junior standing, completion of Business Law 222; or approval of instructor.

**435. Principles of Real Estate (3).**

Fundamental principles and problems in

purchasing, owning, leasing, developing, and operating real estate; interests in realty, liens, contracts, deeds, titles and recording as related to individuals and business organizations and a study of the real estate market. Prerequisites: Business Law 222, Economics 224.

**441. Retail Management (3).**

A study of retailing institutions from the point of view of principles and methods as applied to location layout, organization, operation, merchandising, sales promotion, and control. Another objective of this course is to give the student insight into how management makes retail decisions.

**442. Advertising (3).**

The purpose of this course is to provide students with a basic knowledge of advertising principles and practices in the general field of business. This includes a study of the organization and functions of advertising agencies, the selection of media, evaluation methods, advertising research, and the social and economic effects and relationships in the modern American business world. Prerequisites: Economics 223-224 and Marketing 313.

**500. The Philosophy of Voluntary Association (3).**

The nature of man; individual differences and social adaptation; advantages and costs of cooperation; meaning of freedom and responsibility; the morality, economics and politics of voluntary associations.

**536. Seminar in Management (3).**

A study of the latest research materials in the behavioral science field. Field studies of modern management methods with emphasis on the value of the human element. Seminar and field study methods are employed. Prerequisites: Senior standing in Business Administration and permission of the instructor.

**550. The Practice of Management (3).**

A course designed to focus on an overall organization and to gain an understanding of the tasks, requirements, responsibilities and practices of the manager. Subject matter discussed covers areas of concern

with which all managers can expect to deal and in which all managers have to be literate regardless of functional background, or purpose and size of their organization. Prerequisite: Senior standing in Business Administration and permission of the instructor.

**DATA PROCESSING**

**225. Introduction to Automated Data Processing (3).**

A general introduction to the historical development of data processing, its role in present-day life, its future potential, concepts and basic features of automated data processing systems—hardware and software, and the types of people required by these systems—professional and technical. In this course the student will learn to program a computer using FORTRAN, prepare data for entry into the computer, and operate a computer.

**226. Fortran Programming I (3).**

An approach to computer programming from a "logic" point of view using problem analysis, determination of steps to produce the desired results, translation of those steps into a programming language and running and debugging the program using a test set of data.

**241. Cobol Programming I (3).**

The programming of introductory level business applications such as payroll, accounts payable, accounts receivable, inventory control.

**244. RPG Programming (3).**

Introduction to the RPG Programming language using a problem-oriented approach. Programming concepts and techniques are taught by means of a series of programs illustrating typical business applications.

**342. Cobol Programming II (3).**

The programming of intermediate level business applications such as accounting reports, cost reports, department reports, sales analysis.

**343. Cobol Programming III (3).**

The programming of advanced level

business applications such as budget control, profit and loss statements, management information reports.

### **351. System Analysis (3).**

The analysis and design of business systems including financial, manufacturing, and management information applications.

### **452. Data Processing Management (3).**

The manager's role in data processing, his relationships and responsibility to those outside the data processing activity and to those inside that activity. The importance of the planning function adaptations he can expect to have to adjust to with growth, equipment change, etc.

### **461. Data Processing Case Study (3).**

A series of cases involving a wide variety of data processing management problems permitting student firsthand involvement in class problem discussion in arriving at possible solutions and examination of their relative merits.

### **462. Data Processing Design Project (3).**

A project wherein students are given requested system requirements data and then required as a group to analyze the data, determine a system design, program the system and test it using data furnished to them.

## **ECONOMICS**

### **223. Economics (3).**

A study of the national economy with emphasis on economic institutions; determination of national income; economic fluctuations, functions of money and banking; the economic role of government; labor problems; international trade, and economic growth.

### **224. Economics (3).**

A study of the individual business firm, with emphasis on an analysis of demand, supply, and costs; production and pricing under the different market conditions; allocation of economic resources and determination of the shares of the national income paid to the different factors of production.

### **333. Intermediate Economic Theory (3).**

Analysis of the determination of prices and of market behavior including demand, costs and production, pricing under competitive conditions, and pricing under monopoly and other imperfectly competitive conditions. Prerequisites: Economics 223-224.

### **334. Money, Income and Employment (3).**

A study of the method and concepts of national income analysis with particular reference to the role of monetary and fiscal policy in maintaining full employment without inflation. Prerequisites: Economics 223-224.

### **357. Public Finance (3).**

A study of the revenues and expenditure of federal, state, and local government, with an analysis of the kinds of taxes and expenditures and of government policy and its impact on full employment, economic growth, and national income. Prerequisite: Economics 223.

### **447. Public Control of Business (3).**

Legislative, judicial and administrative efforts to preserve competition; economic theory vs. political actions; government created monopolies. Prerequisites: Economics 223-224.

### **448. Quantitative Methods (3).**

A study of the use of statistics in evaluating empirical evidence. Topics include: the requirements for a statistical method to be valid, linear programming and a survey of operations research techniques. Prerequisites: Math 140-160.

### **453. Money and Banking (3).**

The function and development of money, credit, and banking, with emphasis on the Federal Reserve System and its policies for maintaining economic stability. Prerequisites: Economics 223-224.

### **454. Labor Economics (3).**

Development of trade unions as an institution, their aims and methods. Primary issues in collective bargaining. Economics implications of labor policy. Labor relations and the community.

### **455. Comparative Economic Systems (3)**

Comparative analyses of the economic theories, institutions and operation of communist, socialist, fascist, and capitalist systems. Prerequisites: Economics 223-224.

### **456. History of Economic Doctrine (3).**

A survey of the development of economic thought from ancient times until the present, the relation of economic doctrines to the problems of the period and to the other sciences. Prerequisites: Economics 223-224.

### **458. International Economics (3).**

A study of the fundamental principles underlying economic relations between countries and between world regions. The subjects included are the theory of comparative advantage, commercial policies, capital movements, the international monetary mechanism, and balance-of-payments problems. Prerequisites: Economics 223-224.

### **459. Senior Seminar in Economics (3).**

Selected topics with small classes. Prerequisites: Economics 223-224.

### **460. Independent Study (3).**

Offered with permission of department chairman.

### **510. Economic Forecasting (3).**

A review of business cycle theory and forecasting methods open to firms and government agencies concerning entrepreneurial, production and financial decisions on both macro and micro bases.

Emphasis is on economic indicator statistical series. The air is to forecast changes in business activity, price levels, interest rates, stock market, employment, population and Gross National Product for the United States and selected countries. Prerequisite: Senior standing.

## **TRUST**

### **330. Wills, Estates and Trusts (3).**

A course designed to introduce students to the subject of property and interests therein; the distribution of property by intestacy or by will. Trusts as a dispositive device. The planning and administration of property in estates and trusts.

### **430. Fiduciary Law (3).**

A study of the origin and nature of trusts, methods of creating a trust, necessity of trust property, capacity to be a trustee, definiteness of beneficiaries and the transfer of their interests. Prerequisite: Wills, Estates and Trusts 330.

### **431. Introductory Investments (3).**

A study of the field of investments; the securities markets; classes and characteristics of each; mathematics of investment; criteria of selection and investment strategies; semester case problem on portfolio organization and management. Prerequisites: Accounting 214, Corporate Finance 314.

### **515. Operational Functions of a Trust Department (3).**

A study of organization staffing, policies, control procedures and administration of a trust department. Provides the student with a foundation for understanding the role of effective management in achieving adequate profitability in a trust department. Emphasis is placed on the application of Regulation 9 of the Comptroller of the Currency and techniques for the development of new trust business, including prospecting techniques, sales talks, establishment of new business goals and maintenance of records. Prerequisites: Wills, Estates and Trusts 330, Fiduciary Law 430.

### **530. Fiduciary Law (3).**

A study of the administration of trusts; the duties and powers of the trustee; the liabilities of the trustee and remedies of the beneficiary or third persons; the investment of trust funds; allocation and apportionment of receipts and expenses between principal and income; and the termination or modification of a trust. Prerequisite: Fiduciary Law 430.

### **531. Advanced Investment (3).**

A study of the theories, methods and techniques of security analysis of equity and debt obligations; portfolio management; corporate fiduciary policies and practices; application of computer techniques to analysis and selection; emphasis placed on case problems. Prerequisite: Introductory Investments 431.

### **532. Estate Planning Seminar (3). (New Business Development)**

A study of the principles of intestate law, taxes and techniques of planning the disposition of property by will and trust. Fields covered include wills, inter vivos trusts, insurance trusts, pension and profit-sharing trusts, business buy-sell agreements. Semester case problem requires analysis and development of personal plan and will. Several cases are assigned for analysis and development of a plan and presented to live participants. Considerable emphasis is placed on new business development, Postmortem planning. Prerequisites: Fiduciary Law 530, Taxation 533.

### **533. Taxation (3).**

A study of the basic principles and major problems of federal estate and gift tax laws in the light of the Tax Reform Acts. Some attention will be given the problems of local inheritance tax laws with particular attention to recent changes. Prerequisites: Taxation 333.

### **535. Estate Administration and Accounting (4).**

A senior seminar course for trust majors based on a case problem. The case covers the entire period of administration of an

estate and focuses upon the major fiduciary functions of administrative law and court proceedings. Required is the preparation of income tax and gift and estate tax returns, investment review, accounting procedures which requires the student to inventory assets, set up and operate a set of accounting ledgers and records for the discharge of fiduciary responsibility including post mortem planning; prepare all necessary court accountings, make final distribution per terms of the Last Will and Testament. One hour lab session follows each class period.

### **536. Qualified Retirement Plans (3).**

A course designed to familiarize the student with the concept of IRS approved retirement plans, terms used in retirement planning and the basic concepts used in designing the two basic retirement plans—Defined Benefit Pension Plans and Deferred Profit Sharing Plans. The course will attempt to answer basic questions and provide a general working knowledge of the field. Over the semester course, students will develop a Corporate Retirement Plan. Administration, Investment Portfolio functions, reports and allocation of assets will be emphasized. Prerequisites: Taxation 333 and 533, Introductory Investments 431.

## **SECRETARIAL SCIENCE**

### **111. Beginning Typewriting (2).**

A thorough study of the keyboard, technique of the touch system, instructions on the care of the machine, special drills, personal and business letters, themes, composing. Minimum speed requirements: Secretarial students, 40 words a minute; Accounting students, 35 words a minute.

### **112. Elementary Typewriting (2).**

Measurement of basic and production skills, with emphasis on letters, manuscript typing, special communications, tabulated reports. Minimum speed requirements: Secretarial students, 50 words a minute; Accounting students, 45 words a minute.

### **115. Beginning Shorthand (3).**

The principles of Diamond Jubilee

Shorthand are taught. Sufficient writing practice is given to develop a writing speed of 60 words a minute.

**116. Elementary Shorthand (3).**  
Dictation and transcription are stressed. Emphasis is placed on word-division, spelling, punctuation, correct grammar. Sufficient writing practice is given to develop a writing speed of 80 words a minute.

**117. Legal Profession and Systems (3).**  
Introduction to American legal system: sources and types of laws, federal and state court systems, legal procedures, functions of attorney, role of legal secretary.

**118. Legal Typewriting and Transcription (3).**  
Intensive practice in transcribing and typing a variety of legal documents incorporating legal terminology, special forms.  
Prerequisite: S.S. 221.

**120. Elementary Transcription (2).**  
The fusion of the skills of English, shorthand, and typing are stressed to the end that efficiency in producing mailable transcripts is attained. Transcription of a minimum of fifty mailable letters and five articles at a reasonable speed is required.

**221. Advanced Typewriting (2).**  
Speed and accuracy are stressed. Special emphasis is placed on problems of office-like situations. Minimum speed requirements: Secretarial students, 60 words a minute; Accounting students, 50 words a minute.

**222. Advanced Typewriting (2).**  
Production typewriting is stressed with the use of a practice set. Minimum speed requirements: Secretarial students, 65 words a minute; Accounting students, 55 words a minute.

**223. Law Office Management (3).**  
Types of organization of law offices; responsibilities of various members of organization; special managerial requirements; ethics and confidentiality; time-keeping and client records; control of records; monitoring litigation and other

deadlines; effective use of resources.  
Prerequisite: S.S. 117.

**224. Legal Research (3).**  
Designed to teach students how to locate and identify sources of law. Students will be introduced to primary and secondary legal materials and to finding tools of legal bibliography through practical exercises.  
Prerequisite: S.S. 117.

**225-226. Advanced Shorthand (3,3).**  
An intensive review of Diamond Jubilee Series Shorthand is given. Practice is provided in the construction of new outlines by evolution drills. A minimum dictaphone speed of one hundred words a minute is required.

**227. Legal Clinic I (5).**  
Simulated experiences in legal secretarial work. Students will be assigned to third-year law students to assist in preparation of documents required in litigation. Additional assignments involve wills, real estate, corporations, and general office duties.  
Prerequisites: S.S. 117 and 118.

**228. Legal Clinic II (5).**  
Continuation of Legal Clinic I. Additional experiences in civil and criminal court proceedings including preparation of brief. Attendance at trial in Law School Moot Court. Simulated office situations will provide practice in tasks encountered in law offices. Prerequisite: S.S. 227.

**229-230. Advanced Transcription (2,2).**  
A continuation of Transcription 120 is pursued. Basic techniques of transcription are refined and improved. Transcription of a minimum of fifty mailable letters and five articles at commercially accepted standards is required a semester.

**331. Office Machines (2).**  
Speed and accuracy are stressed in the operation of the machines: rotary calculator, ten-key adding machine, and key-driven calculator.

**332. Office Management (3).**  
This course is designed to provide an opportunity for an individual to understand himself and his relationships with others.

Special emphasis is placed on small group work in problem-solving situations.

**333. Office Practice (1).**  
A study in filing, key punch, dictaphone transcription, duplicating, and other office procedures. Prerequisite: S.S. 112.

## CHEMISTRY

PROFESSORS: DR. JUNG, DR. HOVIS  
ASSOCIATE PROFESSOR: DR. PETERSON  
INSTRUCTOR:

Requirements for a major in Chemistry:  
A candidate for the Bachelor's degree with a major in Chemistry must satisfactorily complete Chemistry 111, 113, 215, 227, 228, 334, and courses numbered above 228 to total a minimum of thirty-five semester hours. Calculus and one year of Physics are required of all Chemistry majors. Candidates who are considering graduate studies should complete the third course in Calculus and acquire a reading knowledge of German and/or French.

Requirements for a Teacher's Certificate:  
Those who seek certification in an area of science to teach in secondary schools should major in Science Education. The student who chooses Chemistry as his area of concentration should satisfactorily complete twenty-four semester hours in this area, and six semester hours in each of the following: Physics, Earth Sciences, Biology, and Mathematics. To meet the requirements in the area of Chemistry, the following courses are recommended: Chemistry 111, 112, 113, 207, 215, and one additional elective course in Chemistry. (See Department of Education for professional education courses required of prospective teachers.)

**111. General Chemistry (4).**  
A broad overview of the various divisions of Chemistry. The preparation, properties, and uses of the principal elements and their compounds are covered, with attention to the fundamental principles and theories of inorganic chemistry.

**112. Consumer Chemistry (4).**  
A better understanding of some of the



chemistry involved in subjects that should be of continual concern to consumers of such things as energy, food, drugs, air, water, and other products of a technological world. This is a terminal course for those who wish to complete but one year of chemistry. Prerequisite: Chemistry 111. (Spring)

### **113. Qualitative Analysis (4).**

The fundamental principles, problems, and methods of separation of the common cations. Prerequisite: Chemistry 111.

### **207. Elementary Organic Chemistry (4).**

An introductory course designed for nurses, medical technology students, and others who desire a semester of organic chemistry. Prerequisite: One year of college chemistry.

### **215. Quantitative Analysis (4).**

A course in principles and methods of volumetric and gravimetric analysis. Instrumental as well as classical methods are included. Prerequisite: Chemistry 113. (Fall)

### **227, 228. Organic Chemistry (4,4).**

A mechanistic approach to the chemistry of aliphatic and aromatic organic compounds. Topics include spectroscopy, stereochemistry, carbohydrates, and proteins. Prerequisite: Chemistry 113. (Fall, Spring)

### **327, 328. Separation and Analysis in Organic Chemistry (4,4).**

Presents both in theory and in practice, the procedures, techniques, and instruments most often used by modern chemists in the separation, purification, and identification of organic compounds. Prerequisite: One year of organic chemistry. (Fall, Spring).

### **331. Inorganic Chemistry (4).**

A course dealing with descriptive and theoretical inorganic chemistry. Laboratory preparations are included. Prerequisite: Chemistry 215. (Spring).

### **334, 435. Physical Chemistry (4,4).**

The elements of chemical thermodynamics, kinetics, and structure. Specific topics include studies of the states of matter,

thermochemistry, entropy, and free energy. The second semester will include electrochemical phenomena, the phase rule, homogeneous reactions, and introductions to chemical bonding and statistical mechanics. Prerequisites: Chemistry 215 and Math 222. (Spring, Fall).

### **429. Organic Preparations (2).**

A laboratory course employing special techniques in the preparation of organic compounds. Prerequisite: One year of organic chemistry.

### **431. Inorganic Preparations (2).**

A laboratory course employing special techniques in the preparation of inorganic compounds. Prerequisite: Chemistry 331.

### **445, 446. Chemical Research (2-4).**

An upper division student in good standing is urged to pursue an experimental research project with the guidance of any member of the chemistry faculty chosen by the student. It is recommended that such projects be initiated in the fall semester.

### **451, 452. Literature Seminar (1,1).**

Senior Chemistry majors are required to participate for two semesters; others are encouraged to attend.

## **EDUCATION AND PSYCHOLOGY**

PROFESSORS: DR. STRUM, DR. FREEMAN, DR. TURNER  
ASSOCIATE PROFESSORS: DR. CALVERT, MRS. GRAY, DR. NOBLE  
ASSISTANT PROFESSORS: MR. TAYLOR, MR. NICHOLSON, DR. EDGERTON, DR. BUNTING, MR. GABREN  
INSTRUCTORS: MR. MATTHEWS

### **OBJECTIVES**

The purposes of the Department of Education and Psychology are as follows:

1. To coordinate the educational preparation of the prospective teacher and to provide the necessary professional courses and experiences. Teacher education has been and continues to be one of the important functions of the university since it became a senior college.

2. To provide a major in Elementary Education.
3. To provide a major in Psychology.
4. To contribute to the overall general education objectives of the university through courses in Education and Psychology.

## **ADMISSION POLICY FOR TEACHER EDUCATION**

All students desiring a program leading to teacher certification MUST be approved for (1) admission to the Teacher Education program and (2) admission to student teaching.

Application for admission to the teacher education program should be submitted the second semester of the student's sophomore year and prior to November 1 or March 1. The criteria for admission to the program include the following requirements:

1. A minimum grade point average of 2.00 in the major field, in overall scholastic work, and a C or better in all professional education courses.
2. Approval of the major department and of the Department of Education.
3. No conditions or probations, academic or otherwise.

Application for admission to student teaching should be submitted by the second semester of the Junior year and prior to November 1 or March 1.

The criteria for admission to Student Teaching include the following:

1. A minimum g.p.a. of 2.25 in overall scholastic work; a minimum of 2.00 in the major field, and a "C" or better in all professional education courses. *These averages must be met by the beginning of the semester the student plans student teaching.*
2. Approval of Major Department and Department of Education.
3. No probations, academic or otherwise.

To qualify for a North Carolina Class A teaching certificate, a Bachelor of Arts or Bachelor of Science degree must be obtained. In addition, all course requirements must be met along with satisfactory scores on the National Teachers Examination.

## PROFESSIONAL COURSE REQUIREMENTS

### Early Childhood Education (K-3).

The following professional courses should be taken in the sophomore and junior years, or prior to the student teaching semester:

- Education 221—Introduction to Education
- Psychology 222—General Psychology
- Education 351—Early Childhood Education
- Education 433—Language Arts for Early Childhood Education
- Education 440—The Teaching of Reading in the Elementary School

The following professional courses should be taken during the first half of the student teaching semester:

- Education 431—Educational Psychology
- Education 435—Teaching Mathematics in K-3
- Education 448—Social Studies for Early Childhood
- Education 450—The Science Curriculum, Methods and Materials for Early Childhood Education
- Education 454—Audio-Visuals
- Education 457—(6 semester hours) Student Teaching (Elementary) is taken during the last half of the semester.

### Intermediate Education (4-9).

The following professional courses should be taken in the sophomore and junior years, or prior to the student teaching semester:

- Education 221—Introduction to Education

- Psychology 222—General Psychology
- Education 341—Human Growth and Development
- Education 352—Intermediate Education
- Education 434—Language Arts for Intermediate Levels
- Education 440—The Teaching of Reading in the Elementary Schools

The following courses should be taken the first half of the student teaching semester:

- Education 431—Educational Psychology
- Education 436—Teaching Intermediate Mathematics
- Education 449—Social Studies for the Intermediate Level
- Education 451—The Science Curriculum: Materials and Methods for the Intermediate Level
- Education 454—Audio-Visuals
- Education 457—(Student Teaching Elementary) (6 semester hours) Taken the last half of the semester.

### Secondary Education

The following courses should be taken during the sophomore and junior years:

- Education 221—Introduction to Education
- Psychology 222—General Psychology
- Education 341—Human Growth and Development
- Education 441—The Teaching of Reading in the Secondary School

The following courses should be taken the first half of the student teaching semester:

- Education 431—Educational Psychology
- Education 452—The Secondary School
- Education 453—General Methods in Teaching Secondary School (and Methods in the Content Area)
- Education 454—Audio-Visuals
- Education 458—(Student Teaching Secondary) (6 semester hours) Taken the last half of the semester.

All candidates for a major in psychology must be officially admitted to the psychology program. The standards for admission to the program include:

1. Completion of the general college curriculum requirements.
2. Grades—a minimum grade point average of 2.0 in all work attempted.
3. Approval of the psychology faculty and the Chairman of the Department.

Requirements for a major in Psychology: 30 semester hours including Psychology 222, 260, 330, 364, 366, 368, 461, 463, 480. Electives may be chosen from additional Psychology offerings. Not more than 9 hours may be received through practicum courses. Psychology 222 is a prerequisite to all other psychology courses.

Psychology majors should take Biology 111 and 112. Students considering graduate study for work in clinical and counseling psychology should take additional work in biology and sociology. Anyone planning work in the experimental field should elect courses in mathematics, statistics, and chemistry. Those considering the personnel and industrial field in psychology should elect Business Administration 331 (Management) and Economics 454 (Labor Economics). The foreign language recommended for graduation is either French or German. Psychology majors may qualify for either a Bachelor of Arts or a Bachelor of Science degree.

## EDUCATION

### 221. Introduction to the Study of Education (3).

Development of our modern educational system, with emphasis on historical background and development; aims of education in a democracy; duties of the teacher; purpose and development of the curriculum; facilities; support; and control of schools. Designed to be a foundation for further study in education and a general college elective. Required for all prospective teachers.

### 341. Human Growth and Development (3).

Early postnatal life; physical growth and development; development of motor



abilities; the language and thought of the child and adolescent; children's play and interest; adolescent interest; emotional factors in development during childhood and adolescence; parent-child relationships in childhood and adolescence; social education, mental hygiene, and psychosexual development of childhood and adolescence. Required for all prospective teachers. Prerequisite: Psychology 222.

**351. Early Childhood Education (3).**  
The development, philosophy, and aims and purposes of the K-3 school with particular attention paid to the curriculum, the organizational patterns and working relationships for use in developing learning environments for young children ages five through eight or nine. Prerequisite: Education 221.

**352. Intermediate Education (3).**  
The development, philosophy, and aims and purposes of the elementary and junior high school with particular attention paid to the curriculum, organizational patterns and working relationships for use in developing learning environments for pre- and early-adolescent pupils—ages nine through fourteen or fifteen. Prerequisite: Education 221.

**353. Introduction to Special Education (3).**  
The development, philosophy and aims of Special Education with particular attention paid to the curriculum, organizational patterns and working relationships for use in developing learning environments for exceptional children and youth. Prerequisites: Education 221 and Psychology 222.

**431. Educational Psychology (3).**  
A study of the application of psychological principles to the educational processes. Included are: teaching models; the implementation of the learning process; the transfer of learning; the utilization of instructional technology; performance

assessment; and the evaluation of research in educational psychology. Required of all education majors. Prerequisite: Psychology 222.

**433. Language Arts for Early Childhood Education (3).**  
Traditional and innovative approaches to the teaching of the language arts appropriate for young children. Emphasis is placed on large and small group instruction, individualized learning through centers for reading, listening, oral communication, writing, word recognition skills, and the development and effective use of learning materials—teacher made and commercial. (Required for Early Childhood Certification.)

**434. Language Arts for Intermediate Levels (3).**  
Traditional and innovative approaches to the teaching of the language arts appropriate for pre- and early-adolescent pupils. Emphasis is placed on oral and written communication and reading, appraisal of current programs, methods, and materials. Course includes becoming familiar with innovative trends in the development of individualization in creative writing, penmanship, spelling, transformational grammar, literature, and library skills. (Required for Intermediate Certification.)

**435. Mathematics for Early Childhood Education (2).**  
Prerequisite: Math 301 and 302 or equivalent. Presents modern techniques of teaching mathematics to young children. Special emphasis is given to the use of three dimensional materials in developing mathematical concepts such as classifying, ordering, the language of sets, one-to-one correspondence, and cardinal and ordinal use of numbers. Laboratory work provides deeper understanding of mathematical concepts and experiences with methods and materials appropriate for classroom and laboratory work. (Required for Early Childhood Certification.)

**436. Mathematics for Intermediate Education (2).**  
Prerequisite: Math 301 or 302 or equivalent. Presents modern techniques and methods of teaching mathematics to pre- and early adolescent pupils. Special emphasis is placed on the developmental nature of the mathematics program, on the "Why" (concept) rather than the "How" (process), on independent thinking, and on developing in pre- and early-adolescent an understanding of the number system. Laboratory work provides deeper understanding of mathematical concepts and experiences with methods and materials appropriate for classroom and laboratory work. (Required for Intermediate Certification.)

**440. The Teaching of Reading in the Elementary Schools (3).**  
The principles of organizing a reading program and teaching elementary pupils to read. Stresses methods, materials and basic research in reading. Covers diagnosis and corrective techniques to meet individual needs. Includes techniques for teaching reading in the content (subject) areas. Laboratory experience in schools constitutes part of the requirement. (Required for Elementary Certification.)

**441. The Teaching of Reading in the Secondary Schools (3).**  
This survey course in developmental and corrective reading instruction considers issues, objectives, methods and materials for grades 7-12. Specific areas covered are an understanding of the nature of reading, initial reading procedure, word perception and reading comprehension skills; diagnosis and corrective techniques; location, evaluation and selection of appropriate reading materials; grouping for reading activities, and a variety of methods and materials. *Includes teaching of reading in the content areas.* Laboratory experiences in schools constitute part of the requirement. Required for Secondary Certification.

#### **448. Social Studies for Early Childhood (2).**

The development of multidisciplinary basic Social Studies concepts and understanding of individual and group relationships appropriate for young children. Emphasis is placed on curriculum development, on techniques for developing classroom environment experiences that encourage social growth, techniques that develop cultural awareness, and techniques that develop independence and a value system. (Required for Early Childhood Certification.)

#### **449. Social Studies for the Intermediate Level (2).**

An integrated multidisciplinary study of the interaction of people in diverse cultural and geophysical environments for pre- and early adolescent pupils. Emphasis is placed on the structure and process of the Social Studies involving all the social science disciplines. Specific attention is given to developing a social studies curriculum, establishing objectives, planning units, developing a general teaching model, evaluating behavioral changes, and selection and utilization of learning materials, specialized equipment, and resources, including human. (Required for Intermediate Certification.)

#### **450. The Science Curriculum, Methods and Materials for Early Childhood (2).**

A study of curricular trends, the structure of science education, and techniques of instruction. Emphasis is placed on process skills, group instruction, individualized learning through interest centers, development of field resources—natural and human, evaluation and integration of science concepts and skills into the total learning environment for young children. (Required for Early Childhood Certification.)

#### **451. The Science Curriculum, Methods and Materials for the Intermediate Level (2).**

A study of curricular trends, the structure of science education, and techniques of

instruction. Emphasis is placed on process skills, class instruction, individualized learning through interest centers, development of field resources—both natural and human, evaluation and integration of science concepts and skills in the life patterns and career choices of the pre- and early adolescent pupil. Opportunity is provided for the intermediate teacher candidate to develop science as an area of concentration. (Required for Intermediate Certification.)

#### **452. The Secondary School (3).**

The continuation of Education 221 with particular emphasis on the history and philosophy of the secondary school; the relation of elementary to secondary education; the aims, purposes and practices of the secondary curriculum; the place of guidance and counseling in secondary education, and an evaluation of the comprehensive high school. (Required for Secondary School Certification.)

#### **453. General Methods in Teaching Secondary School (1½).**

Study of the general methods, techniques, practices and the selection and organization of instructional materials, and teaching methods appropriate to the several high school subjects. Open only to seniors and scheduled in the student teaching semester. Taught in conjunction with the course in materials and methods of each subject area concentration. Both the general methods and subject area methods are required for certification.

#### **454. Audio-Visual (1).**

Audio-visual materials and techniques. Principles underlying the selection, production and use of materials for instructional purposes in the field of teaching, and social services. Laboratory experiences in the operation of equipment and preparation and evaluation of instructional and learning aids. (Taken in block.)

#### **457. Student Teaching (6). (Elementary).**

Student teaching is conducted on a full-time basis during the second half of either the first or second semester of the senior year. The student teacher observes, aids, and ultimately assumes charge of regularly scheduled classes in a school. Each student teacher will participate in planning and evaluative sessions with the education faculty and others concerned. Members of the education faculty, subject matter specialists, and cooperating teachers will work together in the assignment and supervision of the student teacher. Prerequisite: a grade of "C" or better in all professional education courses, and admission to the student teaching phase of the teacher education program.

#### **458. Student Teaching (6). (Secondary).**

Student teaching is conducted on a full-time basis during the second half of either the first or second semester of the senior year. The student teacher observes, aids, and ultimately assumes charge of regularly scheduled classes in a school. Each student teacher will participate in planning and evaluative sessions with the education faculty and others concerned. Members of the education faculty, subject matter specialists, and cooperating teachers will work together in the assignment and supervision of the student teacher. Prerequisite: a grade of "C" or better in all professional education courses, and admission to the student teaching phase of the teacher education program.

### **PSYCHOLOGY**

Students are encouraged to become involved in as many community activities as possible such as tutoring culturally deprived children and being "Big Brothers or Sisters." There is also a volunteer activity at the Mental Health Center which involves a telephone service for people in distress.

## **222. General Psychology (3).**

A study of the various fields of psychology; the developmental process; motivation; emotion; frustration and adjustment; mental health; attention and perception; problems in group living. Attention is given to application of these topics to problems of study, self-understanding, and adjustment to the demands of society. Required of all prospective teachers.

## **232. Social Psychology (3).**

The study of forms of interaction of personalities which characterize social life. Topics for consideration include the manner in which status and role characteristics affect personality; the behavior of small groups studied experimentally; group pressure on individual judgment; rumor; leadership; crowd behavior, social movements.

## **260. Developmental Psychology (3).**

The effect of the bio-social field on man and the psychological evolution through the life span.

## **330. Experimental Psychology (4).**

An introduction to the basic methods of experimental psychology. Special emphasis is placed on increasing the student's ability to understand and evaluate scientific articles as well as to conduct and report research. Exposure to historically significant problem areas is provided. Laboratory work is an integral part of the course.

## **364. Psychology of Personality (3).**

A study of the normal personality including a review of factors which influence personality and individual differences.

## **365. Industrial Psychology (3).**

This is a study of psychological principles as applied to business and industry, to employer-employee relationships, to producer and consumer behavior.

## **366. Statistics I (3).**

(See Mathematics 160.)

## **368. Psychology of Learning (3).**

A survey of the major concepts and experimental methods of learning.

## **369. Physiological Psychology (3).**

A study of the biological correlates of behavior. The functions and structure of the sensory and motor systems.

## **372. Perception (3).**

A study of vision, audition, chemical senses and psycho-physical methods.

## **373. Psychology of Exceptional Children (3).**

A study of children who are exceptional, either superior or inferior, in emotional, social, physical, or mental abilities.

## **385. Psychology Club Seminar (1).**

Psychology majors who have been active in the psychology club for one semester may receive 1 semester hour credit for club membership. The student will be expected to research an area of interest related to psychology and will formally present his findings at one of the regularly scheduled club meetings.

## **461. Abnormal Psychology (3).**

A survey of the major forms of abnormal behavior of children and adults with an emphasis on understanding the cause, treatment, and prevention of these disorders. Prerequisite: 9 hours of Psychology.

## **463. Educational and Psychological Testing (3).**

The principles of educational and psychological standard tests in the areas of aptitude, achievement, personality, interests, and attitudes. An examination of the various types of tests using test manuals and the tests themselves. The application of these tests to educational and psychological measurement. Laboratory fee, two dollars.

## **467. Statistics II (3).**

A study in statistical inference, correlational techniques, "T" test and analysis of variance will be considered.

## **471. Clinical Psychology (3).**

A survey of the field of clinical psychology covering the major positions in which clinical psychologists are employed and their principal activities. Prerequisites: Psychology 461 and 364.

## **475. Theories of Personality (3).**

A survey of the major personality theories ranging from Freud to Existentialism. Seminar for psychology majors only.

## **480. History of Psychology (3).**

This course is an over-all view of the origins of movements, psychological concepts and fields of study. Prerequisite: 12 hours of psychology.

## **490. Practicum in Mental Retardation (3).**

Practicum at a daycare setting for the developmentally disabled or an institution for the mentally retarded. Students will be given the opportunity to become involved in various programs in the institution. Programs will concern the practical application of behavior modification techniques, intelligence testing, and participation in classroom activities.

Supervision will be arranged through the staff of the institution and the faculty at Campbell. The student will participate in a seminar and also write a paper concerning his experiences. Additional credit may be obtained with permission of the student's advisor.

## **492. Practicum—Techniques of Counseling (3).**

The student will work approximately a half-day per week in a work setting, e.g., with a mental health counselor, public school counselor, probation officer, or psychologist at the Harnett Youth Center (a correctional institution). The student will also participate in an on-campus seminar involving readings and discussions of various aspects of counseling, role-playing, listening to tapes, etc. Students will perform activities congruent with the professional person with whom they are working, e.g., testing, interpreting tests, obtaining social histories, etc. The student will also write papers concerning some aspect of counseling and his work experiences. He will also develop and write a paper concerning his own philosophy and theory of counseling. Supervision will be arranged through the staff of the work setting and the faculty at Campbell.

#### **497. Practicum—Intensive Work Experience (6).**

Selected upperclassmen will have the opportunity to work full time during a summer session in the Harnett County Center and O'Berry Center. The students will be supervised by the staff of the institution and faculty at Campbell and will be involved in certain activities expected of a staff psychologist at the respective institution.

#### **499. Independent Study (3).**

A seminar designed to permit an advanced psychology major to investigate in detail specific problem areas relating to his primary field of interest. Permission must be obtained from the psychology department.

### **ENGLISH**

PROFESSORS: DR. BURKOT, DR. GRAHAM,  
MR. RILEY, MR. SISTRUNK  
ASSOCIATE PROFESSORS:  
MRS. CHRISTIAN, MS. TEWART,  
MRS. WHITLEY, DR. FUNDERBURK  
ASSISTANT PROFESSORS:  
DR. RICHARDSON,  
INSTRUCTORS: MS. ALVEY,  
MR. ENSLEY, DR. HENDERSON  
MRS. SCHILPP, DR. SEGREST

Requirements for a Bachelor of Arts degree with a major in English: A minimum of 36 hours in English beyond the freshman level with an overall "C" average or better (grades below "C" will not count towards satisfaction of the 36 hours) are required for both the teaching and non-teaching major. Included in the 36 hours must be the following:

- A) English Literature (221-222)
- B) American Literature (223-224)
- C) either:  
Modern Grammar (315)  
Advanced Grammar (320)  
or the History of the English Language (400)
- D) one course from each of the subject areas:
  - I (History of the English Language, Chaucer, Shakespeare)
  - II (History of the English Drama, Milton, Eighteenth Century)

IIIV (History of the English Novel, Romantic Poetry and Prose, Victorian Poetry and Prose)

IV (History of the American Novel, American and British Poetry, Southern American Literature)

The balance of the requirement may be met with the available selection of English courses including the designated electives.

Requirements for Teacher Certification: The English major with certification to teach differs from the above only in that both Modern and Advanced Grammar are required and in that the student must take English 453 (Methods of Teaching English) in addition to the 36 hours demanded of the non-teaching major. Of course the prospective teacher must also meet the competencies outlined by the State Department of Education. (See the Department of Education for a statement of these requirements.)

The Department of English Language and Literature offers an honors program to eligible majors. To qualify for graduation with honors in English, the student must complete the Freshman Honors Program, take two In-Course Honors courses, two Seminars (in the Junior and Senior years), and complete the Senior Thesis. Students who do not participate in the Freshman Honors Program must take three In-Course Honors Courses, two Seminars, and complete the Senior Thesis.

The In-Course Honors program involves study undertaken as an adjunct to an upper level English course and work submitted beyond the requirements of the course. To receive honors credit the student must make at least a "B" in the honors courses, including the additional work submitted, and maintain an overall "B" average.

### **ENGLISH**

#### **100. English for Foreign Students (3).**

"Survival" skills for those with little or no knowledge of English. Primarily designed

as a service course for spouse of regular students.

#### **101. 102. English for Foreign Students (3,3).**

English language and composition for the foreign student. Designed to give him the competency and skills to perform successfully on college-level work.

#### **110. Fundamentals of Grammar and Composition (3).**

A developmental course designed to provide students with the grammatical knowledge to perform at the college level. There is additional emphasis on building compositional skills.

#### **111. Freshman Composition (3).**

A course designed to make the student proficient in written composition.

#### **112. Freshman Composition (3).**

A course designed to provide more experience in composition and to introduce the student to poetry, fiction, and drama. Prerequisite: English 111.

#### **221-222. Survey of English Literature (3,3).**

A comprehensive survey of British literature from *Beowulf* to the present. Prerequisite: English 111-112.

#### **223-224. Survey of American Literature (3,3).**

A comprehensive survey of American literature from the Colonial Period to the present. Prerequisite: English 111-112.

#### **300. Children's Literature (3).**

A course for students who expect to teach the language arts in the elementary school, including the reading and evaluation of literature designed for children, with some attention to illustrators and other visual arts. This course is open to majors in Elementary Education only.

#### **301. Journalism (3).**

Basic news structure and style, covering actual events, interviewing and writing features. (Fall) An elective open to all students.



### **302. Journalism (3).**

Writing, editing and laying out news copy; supervising institutional publications; contributing to commercial news media. (Spring) An elective open to all students.

### **305. Word Study and Vocabulary (2).**

A systematic study of word origins, meanings, and usage with the objective of vocabulary building as a means of improving the ability to think, read, and communicate effectively. An elective open to all students.

### **310. Creative Writing (3).**

A study of the techniques of writing primarily poetic and prose fiction and secondarily non-fiction. An elective open to all students.

### **315. Modern Grammar (3).**

The systematic study of the phonology, morphology, and syntax of English with emphasis on the development of language study and on modern approaches to the study of American English.

### **320. Advanced Grammar (3).**

An intensive study of traditional grammar and current American Usage, designed primarily for English majors and elementary education majors.

### **325. Introduction to Broadcasting (3).**

The purpose of the course is to provide the student with an overview of broadcast communication, with a primary emphasis on radio. There will be practical training as well as introduction to theory. The course will culminate with the students' taking the FCC exam for the Third Class Operator's License. An elective open to all students.

### **400. History of the English Language (3).**

The development of our language from its origins to modern times; some texts of Chaucer are studied to illustrate Middle English. The course surveys the language in relation to changing society and to the literature of successive periods.

### **405. Chaucer (3).**

An in-depth study of *The Canterbury Tales* and *Troilus and Criseyde* with attention to the medieval context.

### **415. Shakespeare Survey (3).**

A comprehensive survey of Shakespeare's plays, based upon a study of selected works illustrating his development and significance as a dramatist. Some supplementary readings in the fields of Shakespearean criticism, and the Elizabethan theatre and English life.

### **418. English Drama (3).**

The history of English Drama featuring representative masterpieces of dramatic composition from the medieval beginnings to the present, exclusive of Shakespeare.

### **420. Milton (3).**

A study of Milton's major work, including *Paradise Lost*, *Samson Agonistes*, and representative poetry and prose. An introduction to the sixteenth century literary, social, and political background.

### **422. Eighteenth-Century English Literature (3).**

A study of such authors as Dryden, Pope, and Johnson, belonging to the classical tradition; also, the beginning of Romanticism in poets of the eighteenth century.

### **423. The History of the English Novel (3).**

A survey of the origins and development of English fiction to the present. Emphasis on nineteenth century novels.

### **425. Romantic Poetry and Prose (3).**

Wordsworth and contemporary poets; literary critics, including Coleridge; essayists, including Lamb.

### **430. Victorian Poetry and Prose (3).**

Tennyson, Browning and contemporary poets; Macaulay, Carlyle, Ruskin, and other prose writers. Attention is paid to the social and philosophical aspects of this era as revealed in the literature.

### **440. The History of the American Novel (3).**

The development of the novel in American from its origins to the present. Emphasis on the modern novel.

### **453. Methods of Teaching English (3).**

A study of methods of teaching grammar, composition, and literature in the secondary school. Emphasis is placed on the development of useful teaching materials. This course is open only to English majors who want a teacher's certificate.

### **455. Southern American Literature (3).**

A survey of Southern American literature from 1700 to contemporary times, with attention given to underlying influences on the development of the literature of the South.

### **456-A, 456-B. Seminar (3).**

Selected topics in American Literature and cultural history (A) or English Literature and cultural history (B). Subjects, works, or authors chosen for in-depth analysis and discussion. Admission is by permission of the instructor.

### **460. Independent Study.**

Requirements are established in consultation with an instructor.

### **499. Senior Thesis (3).**

An independent study the subject of which is selected by the student in consultation with the student's chosen professor. In addition to the essay the study will culminate in an oral examination.

## **FOREIGN LANGUAGES**

PROFESSORS: DR. EARP, DR. BURKOT  
ASSOCIATE PROFESSORS:  
MR. D. PHELPS, DR. R. PHELPS,  
MR. WILSON  
ASSISTANT PROFESSOR: DR. STEEGAR

The foreign language requirements for a degree at Campbell University are: completion of the survey courses for a B.A.; completion of the intermediate level for a B.S.; and completion of the elementary level for a B.B.A., B.M.E., or B.S. for Elementary Education. Students who have completed two units of the same language in high school will satisfy the Campbell University requirements in elementary language, and they should begin in courses numbering 111-112.

Beginning and intermediate language courses are taught sequentially: 101 and 111 are offered in the fall and in the first summer session; 102 and 112 are offered only in the spring and in the second summer session.

The chairman of the department will send a detailed outline for each course and answer any inquiries concerning the department.

Requirements for a French major without certification to teach: 111, 112, 221, 222, 231, 232, 250, 300, and three other French courses above the beginning level. This major is a general liberal arts preparation for most types of employment or for graduate studies in any of the humanities or social sciences.

Requirements for a French major with North Carolina certification to teach in secondary schools: 111, 112, 221, 222, 231, 250, 300, 400, and three courses of French above the beginning level.

52 Requirements for certification by the State of North Carolina to teach in secondary schools: Education 221, 341, 431, 441s, 452, 453, 457, and Psychology 222.

Requirements for a Spanish major and certification: At least 25% of all credit hours required for graduation must be in courses in Spanish above 101-102 level; this requirement excludes the course in methods. The requirements of the State of North Carolina for instruction in the Education Department must also be met. It is recommended that a major in Spanish use the electives in the liberal arts area, preferably in another language. Upon request, the Foreign Language Department will tender a detailed schedule for the prospective major.

The elementary courses in Greek are ten semester hours; the survey courses are offered in alternate years. Those students who have had one survey course and are unable to take the second because of the time element may substitute one course in Classical Civilization for foreign language credit. Foreign language credit for a course

in Classical Civilization will be counted only for the students in that particular group.

Three courses in Latin will be offered each semester. Latin is recommended for all students in any liberal arts area; it is especially recommended for students majoring in government and for those who expect to take law.

Independent Study for Spanish or French: Independent Study courses are authorized according to the following criteria:

1. That the Elementary and Intermediate courses have been completed with at least a grade of "B".
2. Availability of time of instructor.
3. Contract requiring signature of the instructor, department chairman, registrar, and the dean of the University.
4. Availability of materials for the course.
5. The Independent Study will be considered a part of the regular course load.

## FRENCH

### 101-102. Elementary French (3,3).

Reading, writing, speaking, listening.

### 111-112. Intermediate French (3,3).

Continued study of basic skills.

Prerequisite: French 101-102 or high school equivalent.

### 221-222. Survey of French Literature (3,3).

The first semester treats French Literature until 1800; the second presents the literature since 1800. Special consideration is given to non-majors.

### 231-232. Composition and Conversation (3,3).

The intent of the course is to improve competency in speaking and understanding normal conversational French. Practice in writing standard French and oral reading of literary French is also an important aspect of the course. Required of majors.

### 250. Phonetics and Pronunciation of French (3).

Individual instruction in French pronunciation and a study of phonetic transcription.

### 290. Advanced French Grammar (3).

An elaboration of grammar and idiomatic usage.

### 300. History and Civilization of France (3).

The geography, patrimony and history of France.

### 320. Medieval French Literature (3).

Major texts of French until 1500.

### 330. French Renaissance Literature (3).

Poetry and Prose of major authors of the 16th century.

### 340. 17th Century French Literature (3).

French Classicism.

### 341. Molière (3).

The plays, the life, and the influence of Molière.

### 350. 18th Century French Literature (3).

The major texts of the *philosophes*.

### 360. Romanticism and Realism (3).

The first part of the 19th century in French literature: Authors from Constant to Flaubert.

### 370. Symbolism and Naturalism (3).

The latter part of the 19th century: authors from Nerval to Zola.

### 380. 20th Century French Literature (3).

Surrealism, existentialism, the nouveau-roman, and the major authors since 1900.

### 400. Methods and Materials of Romance Language Teaching (1½).

Principles of pedagogy unique to teaching a foreign language.

## SPANISH

### 101-102. Elementary Spanish (3,3).

Introduction to the basic skills of the language—reading, writing, speaking and aural comprehension.



**111-112. Intermediate Spanish (3,3).**  
Continued practice in the basic skills;  
review of grammar; reading of selected  
literary texts. Prerequisite: 101-102.

**221-222. Survey of Spanish Literature  
(3,3).**

An historical treatment of the main currents  
of Spanish literature, with analytical studies  
of selected readings in each period;  
emphasis upon the literature of Spain as  
the common heritage of the Spanish-  
speaking world. Prerequisite: 111-112.

**241-242. Survey of Spanish American  
Literature (3,3).**  
Reading and discussion of passages from  
representative authors; comparison with  
Peninsular literature; attention to regional  
differences in the culture as they affect the  
literature of Latin America.

**250. Spanish Phonetics and  
Pronunciation (3).**  
A study of phonetic transcription and  
individual instruction in Spanish  
pronunciation.

**331-332. Spanish Composition and  
Conversation (3,3).**  
Advanced grammar and composition;  
phonetic analysis and drills; advanced  
audio-lingual exercises.

**341-342. Latin American Area Studies  
(3,3).**  
Independent study with weekly seminars.  
Geopolitical and psychosocial studies in  
Latin America. Four semesters of Spanish  
and a B+ grade average, and a need for  
the course are prerequisites.

**400. Methods and Materials of Romance  
Language Teaching (1½).**  
Educational principles unique to teaching a  
foreign language.

**GERMAN**

**101-102. Elementary German (3,3).**  
Introduction to the basic skills of the  
language—reading, writing, speaking, and  
aural comprehension.

**111-112. Intermediate German (3,3).**  
Continued practice of the basic skills;  
aspects of German culture.

**221-222. Survey of German  
Literature (3,3).**  
The first semester reviews German  
literature from the Middle Ages to Goethe;  
the second semester studies German  
literature since Goethe.

**GREEK**

**101-102. Elementary Greek (5,5).**  
Greek grammar; selections from Greek  
prose writers and poets.

**111. Intermediate Greek (3).**  
Grammar and Xenophon's *Anabasis*.  
Thorough drill in syntax.

**221. The Meno of Plato (3).**

**222. Selections from the Greek  
New Testament (3).**  
(Given in 1974-1975 and alternate years  
thereafter.)

**224. Selections from Greek  
New Testament (3).**  
(Given in 1975-76 and alternate years  
thereafter.)

**CLASSICAL CIVILIZATION**

**311. Greek Civilization (3).**  
This course will be concerned with those  
phases of Greek Civilization which have  
particular significance for the modern  
world. A knowledge of the Greek language  
is not required.

**312. Roman Civilization (3).**  
A study of those phases of Roman  
Civilization which have the greatest  
meaning for modern civilization. A  
knowledge of the Latin language is not  
necessary.

**LATIN**

**101-102. Elementary Latin (3,3).**  
An introduction to the pronunciation,  
grammar, and vocabulary of Latin, reading  
of easy prose; survey of the history and  
civilization of Rome.

**111. Cicero (3).**  
Review of Latin grammar; work in prose  
composition; readings from the orations  
and letters of Cicero; continuation of the

survey of Roman history and civilization.  
Prerequisite: 101-102.

**112. Vergil (3).**  
Reading of the *Aeneid*, Books I-VI; Study  
of the main characteristics of the Augustan  
age; continued work in grammar and  
composition. Prerequisite: 101-102.

**221. Latin Prose (3).**  
Readings from the Latin prose authors with  
emphasis on the works of Caesar, Livy,  
and Pliny; study of Roman private life.  
Prerequisite: 111-112.

**222. Horace (3).**  
Readings from the Odes and Epodes;  
study of Roman life and literature in the  
Augustan age. Prerequisite: 111-112.

**GEOLOGY**

PROFESSOR: DR. HOPE  
ASSOCIATE PROFESSOR: DR. PERKINS  
INSTRUCTORS: MR. GAYLOR, MR.  
HARVEY,  
MR. WESTBROOK

Requirements for a major in Geology:  
A candidate for a Bachelor's degree with a  
major in Geology may select from the  
following courses to complete the required  
total of thirty-four semester hours: Geology  
221, 332, 345, 362, 444, 447, 452, and  
462. Additional Geology courses offered  
(excluding Geology 115) must be taken  
without exception.

The candidate must also complete  
Mathematics 222 or equivalent, eight  
semester hours of Chemistry, and eight  
semester hours of Physics. Field trips will  
be made during the year in several  
courses.

Requirements for a teaching certificate:  
Students in Secondary Education who  
choose Earth Science as an area of  
concentration must satisfactorily complete  
twenty-four semester hours of Geology,  
including Geology 111 and 112, and a  
minimum of six to eight semester hours in  
each of the following areas:

Mathematics, Chemistry and Physics or  
Biology. The Department of Education lists  
additional requirements for teacher  
certification.

**111. Physical Geology (4).**

A study of earth materials and landforms and the processes at work upon and within the earth. In the laboratory, emphasis will be placed on the identification of the common minerals and basic rock types and the use of topographic maps. A partial list of topics includes: geologic time, igneous, sedimentary and metamorphic geology, geologic structures; the action of wind, water, and glaciers. Three hours of lecture and two hours of laboratory.

**112. Historical Geology (4).**

A history of the earth concerned with the changes in the earth's crust and the life that has existed upon that crust. Laboratory work will include a study of fossils and an introduction to geologic maps. Three hours of lecture and two hours of laboratory. Prerequisite: Geology 111.

**115. Introduction to Environmental Problems (3).**

Ecological and geologic aspects of the environmental crisis. Topics covered include population, natural resources, air and water pollution and geologic hazards. Three hours of lecture.

**221. Environmental Geology (3).**

A practical approach to the role which the geologist plays in identifying and solving environmental problems facing man today. Topics covered include natural resources, water supplies, waste disposal, land pollution and land management. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 111 and permission of instructor.

**223. Elements of Crystallography and Mineralogy (4).**

An introduction to crystallography and crystal chemistry. The physical and chemical properties of minerals will be studied and a number of mineral species will be examined in detail. Three hours of lecture and three hours of laboratory. Prerequisite: Geology 111 or eight semester hours of Chemistry.

**224. Optical Mineralogy (3).**

A study of the optical properties of minerals and the aid of the petrographic

microscope. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 223.

**326. General Petrology (3).**

A study of the mode of occurrence, composition, classification, and origin of the igneous, sedimentary, and metamorphic rocks and their relations to geological processes and earth history. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 224.

**331. Invertebrate Paleontology (4).**

The systematic classification of invertebrate fossils, their geologic range, distribution and probably habitat, and the use of index-fossils in age determination of geologic formations. Three hours of lecture and three hours of laboratory. Prerequisite: Geology 112.

**332. Paleobotany (3).**

A systematic classification of plant remains, geologic range, distribution, evolution and probable habitat, also the use of plant index-fossils in age determination of geologic formations. Further stress is placed on plant importance in the formation of mineral resources such as petroleum. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 112.

**333. Structural Geology (3).**

The recognition, description and classification of the structures or arrangements of the rock masses in the earth's crust, and a study of the processes which produce them. In the laboratory graphic methods of solving problems of structural geology will be used. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 112 and a working knowledge of trigonometry.

**345. Principles of Economic Geology (3).**

The occurrences, genesis, and the distribution of important metallic, non-metallic, and mineral fuel deposits, plus an introduction to mining and metallurgical processes and techniques. Prerequisite: Geology 223 and permission of instructor.

**362. Field Study (1-2).**

Geologic field trips of 1 to 2 weeks duration to areas of geologic interest that are located outside normal travel range. The course is usually offered during extended holiday breaks in the school calendar. The amount of credit will be determined by the length and type of field trip. By faculty permission only.

**436. Introduction to Field Geology (3).**

Study and practice in the basic principles of geologic mapping, sampling, geologic data collection, tabulation and report writing. Two hours of lecture and three hours of laboratory. Prerequisites: Geology 333 or permission of instructor and a working knowledge of trigonometry.

**441. Principles of Sedimentation and Stratigraphy (3).**

A study of the processes of formation, composition, sequence, and correlation of the stratified rocks of the earth's crust. Two hours of lecture and three hours of laboratory. Prerequisites: Geology 112 and Geology 224.

**444. Geomorphology (3).**

A study of the origin, evolution and classification of land forms. Two hours of lecture and three hours of laboratory. Prerequisite: Geology 333.

**447. The Geology of Energy Resources (3).**

A study of the basic concepts of energy; global energy requirements and reserves, followed by the geology of coal, oil shale, natural gas, petroleum, uranium and geothermal energy. Three hours of lecture per week. Prerequisites: Geology 441 or permission of the instructor.

**452. Geology Seminar (1).**

Discussions and presentation of reports on selected topics. Open to advanced students only. Meets one hour per week.

**462. Geological Research (2-4).**

Open to geology majors in their senior year after approval of a research problem by the department. Investigation of the problem will be under the guidance of a faculty member and the results will be presented

in thesis form. The amount of credit will be established by the department at the time the problem is approved.

## GEOGRAPHY

### 113. Physical Geography (3).

A survey of the natural landscape and the forces setting upon it. Introduction to geologic and meteorological processes affecting the earth. Three hours of lecture.

## GOVERNMENT

PROFESSORS: DR. PURYEAR, DR. GASS  
ASSISTANT PROFESSORS: DR. MINIX,  
DR. SCHROEDER, MR. TUCK

Requirements for a major in Government: Completion of at least 30 semester hours with a "C" average. Government 229, Government 230, and Government 451, plus one course selected from Government 341, 342, or 345 are required of all majors. In addition, the student must complete the following related courses: History 221-222 and Economics 223-224.

Concentration: A student may major in Social Science with a concentration in Government. For this program the student must complete 24 semester hours in Government including Government 229, Government 230, and either Government 450 or Government 451. In addition each student must complete 6 semester hours in each of three fields to be selected from Economics, Geography, History or Sociology.

Prerequisites: Government 229 is a prerequisite for all other courses in government. History 221-222 are prerequisites for Government 449-450. Government 449 or 450 is a prerequisite for Government 451.

### 229. The National Government (3).

Among the topics studied are the framing of the Constitution, the nature of federalism, federal and state powers, political parties, and the general organization and functioning of the national government. (Open to Freshmen.)

**230. State and Local Government (3).**  
Special attention is given to state-federal relations and to problems of administration, legal procedures, law enforcement, and police power, taxation, revenues, and appropriations. Local government is considered briefly.

### 231. Legislative Process (3).

A study of Congress and the state legislatures covering the legislative power structure, election of legislators, and the relations of the legislative and executive branches.

### 232. State Legislative Politics (1½).

The purpose of this course is to prepare student-delegates for the convocation of the North Carolina Student Legislature held annually in Raleigh. Students are required to read a textbook dealing with the state legislative process, to gain a working familiarity with Robert's Rules of Order, and to participate in the research and writing of two bills to be introduced at the state meeting. Registration is by approval of Professor.

### 238. American Political Parties (3).

The main topics considered are the origins and development of American political parties, their functions, organization, regulation, campaign methods, and elections.

### 337. Municipal Government (3).

The history, organization and administration of American municipal corporations are studied in some detail.

### 339. Studies in Revolutions (3).

(History 339). This course undertakes comparative studies of several aspects of selected revolutions in the modern world.

### 341. Comparative Government—Governments of Western Europe (3).

A comparative study is made of political institutions and constitutional practices of the United Kingdom, France, Germany, and Soviet Union.

### 342. Comparative Government—Totalitarian Governments (3).

A study is made of the basic theories of

totalitarianism with particular attention focused on Communist governments.

### 345. International Relations (3).

Introductory survey course of the politics among nations, bilateral and multilateral relations of international organizations, concentrating on the UN and the future of international organizations in general; and of international law as a necessary basic minimal rule.

### 444. Ancient and Medieval Political Thought (3).

A survey of the political thinkers who provided the ideas which became the basis for the western political tradition. The historical period from 500 B.C. to 1500 A.D. will be covered and will include such thinkers as Plato, Aristotle, St. Augustine, St. Thomas Aquinas, and Machiavelli.

### 447. Contemporary Political Thought (3).

(History 446). The main currents of American political thought since 1900 are analyzed in terms of their historical setting and philosophical background. Attention is given to the pragmatists, to Henry and Brooks Adams, Reinhold Niebuhr, Eric Hoffer, William F. Buckley, and Jacques Maritain, and to black political thinkers. Consideration is also given to non-American influences upon American political thought since 1900.

### 448. American Foreign Policy in the Twentieth Century (3).

An examination of the formation and execution of American foreign policy since 1900.

### 449, 450. The Development of the American Constitution (3,3).

Gives an account of the living constitution by tracing practices, customs, traditions and fundamental legal ideas in their historic setting as they make up the body of American Constitutionalism today.

### 451. Seminar in Constitutional Law (3).

A detailed examination of landmark cases of the Supreme Court and their implications.

**452. Internship (3).**  
A supervised work internship with selected lawyers, governmental agencies or community organizations designed to give students actual experience in a particular area of government or politics. (Open only to majors.)

PRE-LAW with a major in Government

After consultation with deans of various Schools of Law, the Government Department of Campbell University has developed a curriculum to aid a student in achieving admission to law school. The program meets all the college requirements for a Bachelor of Arts or Bachelor of Science degree and gives the student a major in Government. While the program is broad and diverse, no one course alone is vital. It is the combination of courses that plays the important role. The student should bear in mind that no curriculum guarantees admission to law school. Preparation is largely up to the individual student in cooperation with his Pre-Law advisor.

**THE CURRICULUM**

**Freshman Year**

**First Semester**

English 111 .....	3 s.h.
History 111 .....	3 s.h.
Fine Arts .....	3 s.h.
Math 111 .....	3 s.h.
Foreign Language .....	3 s.h.
P.E. ....	1 s.h.

**Second Semester**

English 112 .....	3 s.h.
History 112 .....	3 s.h.
Government 229 .....	3 s.h.
Math 160 .....	3 s.h.
Foreign Language .....	3 s.h.
P.E. ....	1 s.h.

**Sophomore Year**

**First Semester**

English Literature .....	3 s.h.
Government 230 .....	3 s.h.
Natural Science .....	4 s.h.

History 221 .....	3 s.h.
*Foreign Language or Elective .....	3 s.h.

**Second Semester**

English Literature .....	3 s.h.
Government .....	3 s.h.
Natural Science .....	4 s.h.
History 222 .....	3 s.h.
*Foreign Language or Elective .....	3 s.h.

**Junior Year**

**First Semester**

Economics 223 .....	3 s.h.
Religion 101 .....	3 s.h.
Natural Science .....	4 s.h.
Government 449 .....	3 s.h.
BA 213 (Accounting) .....	4 s.h.

**Second Semester**

Economics 224 .....	3 s.h.
Religion .....	3 s.h.
Health 111 .....	2 s.h.
Government 450 .....	3 s.h.
BA 214 (Accounting) .....	4 s.h.
Speech 113 .....	2 s.h.

**Senior Year**

**First Semester**

Government 451 .....	3 s.h.
Government .....	3 s.h.
Government .....	3 s.h.
History 343 .....	3 s.h.
Philosophy 221 .....	3 s.h.
Psychology 222 .....	3 s.h.

**Second Semester**

Government .....	3 s.h.
Government .....	3 s.h.
History 344 .....	3 s.h.
Data Processing 225 .....	3 s.h.
Sociology 225 or 226 .....	3 s.h.

\*Foreign Language—Must complete through the intermediate level in the same course for the B.S. degree and at least six hours on the 200 level for the B.A. degree.

**CORRECTIONS AND POLICE SCIENCE**

Campbell's work in Corrections and Police Science is geared to mesh with programs already underway in community colleges

and technical institutes. It provides the last two years of a curriculum for a four-year program in this subject. With the understanding that this credit will be used for this purpose only, the University accepts in transfer up to 64 semester hours from the technical institutes for students majoring in Corrections and Police Science. The entering student must bring in transfer at least 36 semester hours in Criminal Justice or Corrections courses. Satisfactory completion of the course leads to the degree of Bachelor of Special Studies.

The core curriculum includes forty-two semester hours.

English 111, 112 .....	6 s.h.
Religion 101 .....	3 s.h.
Math 160 .....	3 s.h.
Chemistry 111 .....	4 s.h.
Fine Arts .....	3 s.h.
History 221, 222 .....	6 s.h.
Government 229 .....	3 s.h.
Government 230 .....	3 s.h.
Sociology 225 .....	3 s.h.
Sociology 226 .....	3 s.h.
Psychology 222 .....	3 s.h.
Health 111 .....	2 s.h.

(The courses listed above may come as transfer credits or may be taken at Campbell.)

Professional Curriculum in Corrections includes seventy-two semester hours.

**Corrections (Transferred**

Credits) .....	36 s.h.
Psychology 260 .....	3 s.h.
Psychology 364 .....	3 s.h.
Psychology 461 .....	3 s.h.
Psychology 492 .....	3 s.h.
Sociology 232 .....	3 s.h.
Sociology 340 .....	3 s.h.
Sociology 345 .....	3 s.h.
Sociology 346 .....	3 s.h.
Sociology 359 .....	3 s.h.
Government 337 .....	3 s.h.
Government 449, 450 .....	6 s.h.

Electives—chosen to fit individual needs ..... 14 s.h.

Professional Curriculum in Police  
 Science includes sixty semester  
 hours.

Police Science (Transferred Credits)	36 s.h.
Government 337	3 s.h.
Government 449, 450	6 s.h.
Sociology 342	3 s.h.
Sociology 345	3 s.h.
Sociology 346	3 s.h.
Psychology 364	3 s.h.
Psychology 461	3 s.h.

Electives—chosen to fit individual needs	26 s.h.
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## HOME ECONOMICS

ASSOCIATE PROFESSORS: MRS. TUCK,  
 MRS. KING  
 INSTRUCTOR: MRS. LASSITER

Requirements for a major: A candidate for the Bachelor of Science degree with a concentration in either Home Economics Education, Clothing-Textile-Fashion and Home Furnishing Merchandising or General Home Economics must complete satisfactorily at least 36 semester hours in Home Economics in the areas of Foods and Nutrition, Child Development and Family Relationships; Clothing and Textiles; Housing, Interior Design and Management; Consumer Education and the requirements specific to the area of concentration. Foreign Language and Health 111 are not required.

Requirement for a Concentration in Home Economics Education: A candidate for the Bachelor of Science degree with a concentration in Home Economics Education must satisfactorily complete the requirements for a major in Home Economics. In addition, she must satisfactorily complete education courses required of Secondary Teachers. Dual certification in Middle Grades Occupational Exploration and Vocational Home Economics can be obtained.

Requirement for a Concentration in Clothing-Textile-Fashion and Home

Furnishing Merchandising: A candidate for the Bachelor of Science degree with a concentration in Clothing-Textile-Fashion Home Furnishing Merchandising must satisfactorily complete 21 semester hours in Business Administration, 6 semester hours in Art and 3 semester hours in an "internship program." These concentrations lead to an optional certification in Distributive Education.

Requirements for a Concentration in General Home Economics. A candidate for the Bachelor of Science degree with a concentration in General Home Economics must satisfactorily complete the requirements for a major.

## FOODS AND NUTRITION

**111. Food Science (3).**  
 Basic scientific principles of food preparation, with emphasis on selection, purchasing, storage and preservation. Laboratory work is coordinated with the lectures.

**221. Meal Management (3).**  
 The planning, marketing, storing, preparing and serving food for family meals and special functions at different cost levels. The study includes a laboratory. Prerequisite: Home Economics 111.

**227. Nutrition (2).**  
 A study of the fundamentals of human nutrition with emphasis on the nutrients and factors which affect their utilization in the human body. Open to all students.

**321. Quantity Cookery (3).**  
 Principles of food preparation applied to large quantities with emphasis on menu planning, food service and institutional equipment. Offered only every even year in the Fall semester. Laboratory coordinated with lectures. Prerequisite: Home Economics 221.

**327. Nutrition and Dietetics (3).**  
 Principles of nutrition, introduction to the biochemical and physiological aspects of nutrient metabolism; the study of the development and uses of therapeutic diets. Offered only every odd year during the

Spring semester. Prerequisite: Home Economics 227.

## CHILD DEVELOPMENT AND FAMILY RELATIONSHIPS

**136. Family Health (2).**  
 A study of the importance of family health. Simple procedures for the care of sickness and accidents in the home.

**235. Child Development (3).**  
 A study of the factors affecting the development of preschool children. Emphasis is given on the influence of the home on human development. Observation in the nursery school gives opportunity for studying the child in a group situation.

**365. Family Relationships (3).**  
 A study which includes interpersonal relationships of family members as a factor on individual development and problems associated with individual adjustments and group relationships. Emphasis is on democratic orientation of family living.

## CLOTHING AND TEXTILES

**112. Clothing Selection, Dress Design and Construction (3).**  
 The fundamental principles of selection, care and design of clothing, guides to buymanship. Laboratory consists of various garment construction.

**222. Fashion Apparel Fundamentals and Tailoring (3).**  
 The functions of fashion markets, social and economic impact of fashion apparel; fashion designers, fashion merchandiser and merchandise promotion. Laboratory centers on aspects of tailoring.

**332. Textiles (3).**  
 A study of Textiles, its properties and composition, identification and manufacturing procedures. It also includes the selection, care and use of fabrics. Laboratory coordinated with lectures.



## **HOUSING, INTERIOR DESIGN AND MANAGEMENT**

### **107. Contemporary Housing (2).**

A course designed to aid men and women in understanding the function, economic and aesthetic qualities of planning a home to meet family needs. A study of housing construction, materials and specific information pertaining to home maintenance.

### **109. Handicraft (2).**

An introduction to various creative handicraft using different mediums—yarn, craft, needlework, fabric design and handicrafts.

### **213. The House and Its Furnishings (3).**

A study of planning and furnishing of houses from an aesthetic and functional standpoint. Practical problems of home planning in relation to family needs and income, the selection, construction, use of furnishings exemplifying good taste and individuality. Laboratory coordinated with subject matter.

### **313. Home Furnishings Workshop (3).**

A practical experience in the selection and construction of furnishings for the home to include furniture refinishing and covering, draper-making, and the making of small accessories. Includes working with a furniture store, or interior designer.

### **348. Housing (3).**

The social, economics and aesthetic factors of house-design and its relationship to its environment. Offered every spring semester.

### **349. Household Equipment (3).**

A study which covers the selection, use, care, construction of various types of household equipment. Includes kitchen planning and equipment demonstrations.

### **445. Consumer Economics and Management (3).**

Management of resources for the purpose of attaining needs and goals. Emphasis on the role of the consumer and a study of problems related to personal and family buying.

### **455. Home Management and House Residence (3).**

A study which includes the principles of management in the house with emphasis on values as they affect the use of family resources. Application of these principles is done through residence in the Home Management House. Prerequisite: Home Economics 221, Home Economics 445.

## **HOME ECONOMICS EDUCATION**

### **334. Planning and Evaluating the Home Economics Program (3).**

A study of planning and evaluating of the Home Economics curriculum in secondary schools as it relates to the overall school and community program. Observation in schools included.

### **438a. Occupational Exploration (3).**

A course designed for those who wish to teach in occupational exploration programs. Emphasis on role of occupational exploration in vocational curriculum, sources and uses of occupational information, organizational patterns, teaching approaches and youth activities. Observation in middle grade schools included.

### **438b. Occupational Exploration—Service Laboratory (2).**

A course designed for those who wish to teach in the service area of Occupational Exploration. Included service area teaching approaches, evaluation techniques and resources; emphasis on development of instructional media.

### **448. Occupational Education (3).**

A survey and analysis of various occupations related to Home Economics with emphasis on teaching methods, materials and techniques of presentation.

## **INTERNSHIP PROGRAM**

### **156-456. Clothing—Textile—Fashion and Home Furnishing Merchandising Internship (3).**

Nine-week internship program with a cooperating store for "on-the-job-training program." For Clothing—Textile—Fashion

and Home Furnishing Merchandising majors only.

### **466. Home Economics Extension Tralnee Program (3).**

Supervised internship program with County agents in a cooperative program with the Department. Offered only to those who are interested in Home Extension programs.

### **199-399. Independent Study (1-3).**

## **MATHEMATICS**

ASSOCIATE PROFESSORS: MR. BAIN, DR. NORWOOD, DR. J. TAYLOR  
ASSISTANT PROFESSORS: MR. THOMAS, MRS. TODD, DR. KOETHER

Requirements for a major in Mathematics: A candidate for the Bachelor of Arts or the Bachelor of Science degree with a major in mathematics must complete satisfactorily at least 33 semester hours in approved mathematics courses numbered above 200 and must include Mathematics 224. Requirements for teacher certification in Mathematics: A student majoring in mathematics who desires certification for the teaching of mathematics in the secondary schools must satisfy the major requirements as stated above and must include in his major work math courses 275, 333, 335, 441, and 443. He must also complete eight semester hours of physics or chemistry, as well as completing the course requirements of the Department of Education.

### **110. Fundamentals of Mathematics (3).**

Fall, Spring—(Credit in Math 110 does not satisfy the General Mathematics requirement. If a student has credit in any other mathematics course, he may not enroll in Mathematics 110.) Basic skills are emphasized—addition, subtraction, multiplication and division of fractions; rules of exponents; solving linear and quadratic equations; graphs; "word" problems. Interwoven in the above topics is material of a less formal nature, including some of the recreational and useful aspects of mathematics. (If a student has credit in any other math course he may not enroll in Math 110.)



**111. Algebra (3).**

Fall, Spring, Summer—(Credit in Math 111 is not allowed if student has credit in Math 222.) A basic study of logic, structure, and foundations of algebra. Major topics include functions, inequalities, equations, roots, radicals and exponents.

**112. Elementary Functions (3).**

Fall, Spring, Summer—A study of circular, logarithmic, exponential and polynomial functions.

**140. Applied Mathematics (3)**

Fall, Spring—Designed for business majors. The course will include topics from matrices, linear programming, game theory, logarithms and mathematics of management.

**160. Elementary Statistics (3).**

Fall, Spring, Summer—Emphasis on statistical inference beginning with a study of elementary probability and continuing to "decision making" through topics that include: mean, standard deviation, analysis of variance, regression analysis, and hypothesis testing.

**222. Analytic Geometry and Calculus I (4).**

Fall, Spring—Topics included: directed distance, slope of straight line, equations of a line, angle between two lines, conic section, functions of one variable, graphs of functions, limits, continuity, derivatives, differentials, related rates, maximum and minimum problems, Rolle's and mean value theorems, integration, area, properties of the definite integral, and application of the definite integral. Prerequisite: Math 112 or by permission.

**223. Analytic Geometry and Calculus II (4).**

Fall, Spring—Topics included: Differentiation and the integration of logarithmic, exponential, trigonometric, inverse trigonometric, and rational functions, and other special forms, approximating definite integral, polar coordinates, polar and Cartesian equations of conic sections, and hyperbolic functions. Prerequisite: Math 222.

**224. Analytic Geometry and Calculus III (4).**

Fall, Spring—Topics included: vectors in a plane, dot product, derivative of vector value functions, arc length, velocity vector, acceleration vector, unit tangent and normal vectors, curvature, indeterminate forms, improper integrals, vectors in three dimensions, cross product, lines in space, surfaces and revolution, limits of functions of two or more variables, continuity, partial differentiation, double and triple integrals, and series. Prerequisite: Math 223.

**275. Introduction to Programming (3).**

Fall, Spring—Introduction to the basic concepts; covering basic FORTRAN IV for the IBM 1130 in addition to providing an overview of the IBM 1130 Disk Monitor System Version II. Students write computer programs and use the on-campus IBM 1130 for processing.

**301. Mathematics for Elementary Teachers (3).**

Fall, Spring—The course will include a study of sets, logic, numeration systems, the development of the properties of the set of real numbers and its various subsets, and an introduction to the International Systems of Units (Modernized Metric System). For elementary education majors only.

**302. Mathematics for Elementary Teachers (3).**

Fall, Spring—The course will include material from the areas of algebra, geometry, statistics, probability and a continuation of the study of the International System of Units (Modernized Metric System). For elementary education majors only. Prerequisite: Math 301.

**331. History of Mathematics (3).**

Spring—A study of the historical development of the various branches of mathematics and of the contributions of noted mathematicians to the science of mathematics. Co-requisite: 224 or by permission of the instructor.

**333. Linear Algebra (3).**

Fall—A study of the basic properties of

matrices, properties of determinants, rank of a matrix, equivalent matrices, inverse of a matrix, vectors and vector spaces, linear independence and dependence, linear transformations, linear operators, unit and orthogonal transformations, characteristic equations and roots, minimum polynomial, bilinear, quadratic and Hermitian forms. Prerequisite: Math 222.

**335. Introduction to Probability and Statistics (3).**

Spring—A study is made of mathematical models of random phenomena, mean and variance of probability law, law of large numbers, algebra of expectations, frequency distribution, generating functions, correlation, regression, analysis of variance, and hypothesis testing. Prerequisite: Math 223.

**337. Differential Equations (3).**

Spring—Topics included: Methods of solution of first order linear differential equations, higher order linear differential equations, higher degree differential equations or order one, and special differential equations; operators, place transforms, and applications. Prerequisite: Math 224.

**376. Introduction to Numerical Methods (3).**

Spring—Concerned with the practical solution of problems on computers. Prerequisite: Math 275, Co-requisite: Math 224. Recommended Math 333.

**441. Introduction to Modern Abstract Algebra (3).**

Spring—A study of the number system, groups, rings, integral domains, and fields. Prerequisite: Math 222 (shall have junior standing).

**443. Topics in Geometry (3).**

Fall—An integrated course which includes set theory logic, a critical study of Euclidean geometry from modern postulational systems and a comparison of Euclidean geometry to elliptic, hyperbolic and projective geometries.

**445. Advanced Calculus (3).**

On demand—An introduction to analysis

beginning with a review of the calculus of functions of a single variable, and continuing with a study of vectors, differential calculus of functions of several variables, and vector differential calculus. Prerequisites: Math 224 and Math 333.

## MILITARY SCIENCE

PROFESSOR: LIEUTENANT COLONEL  
PITCHER

ASSISTANT PROFESSORS: MAJOR  
BLACKBURN, CAPTAIN KOPEC,  
CAPTAIN TAYLOR AND CAPTAIN  
TREHARNE

INSTRUCTORS: SERGEANT MAJOR  
THATCHER, SERGEANT FIRST CLASS  
HOLLAND

### OBJECTIVES

The objectives of the Army ROTC Program are to attract, motivate and prepare selected students to serve as commissioned officers in the active or reserve components of the Army; to provide a practical understanding of the concepts and principles of military science; to develop a strong sense of duty, honor and country; to promote teamwork and individual fitness; and to develop an understanding of and an appreciation for international relations and national security. Attainment of these objectives prepares students for commissioning and establishes a solid foundation for their professional development and effective performance in the uniformed services or in civilian enterprise.

### SCOPE

The Army ROTC Program is of modular construction and is composed of a Basic and Advanced Course. Enrollment in the Basic Course is open to all full-time freshmen and sophomores, and its completion is a prerequisite for application into the Advanced Course. Prior military service or high school JROTC experience may result in direct Advanced Course placement. Entrance into the Advanced Course is selective and is based upon demonstrated performance and leadership potential. Students who satisfactorily complete the Advanced Course are

commissioned Second Lieutenants upon graduation.

### BASIC COURSE

The Basic Course consists of MS 101, 102, 103, 201, 202 and PE 111, 112 courses taught by Military Science faculty. Students satisfy Basic Course requirements by taking any four (4) credit hours in the above courses.

#### 101. Military Organization (1).

A study in the organization of the US Army, historical development of ROTC, customs, traditions and courtesies of uniformed service and introductory land navigation. One (1) lecture hour per week.

#### 102. Basic Leadership and Management (1).

An introductory course in leadership and management using case and situational studies to emphasize individual and group needs, group dynamics and the decision making process. One (1) lecture hour per week.

#### 103. How to Study (1).

An introduction to the practical application of studying. Emphasis is on study techniques to include planning and time utilization, outlining and not taking and preparing for and taking examinations. Special problems related to written requirements, foreign language study and other disciplines are analyzed. One (1) lecture hour per week.

#### 201. Studies in Decision Making (2).

A study in progressive leadership concentrating on leadership traits and principles. Contemporary and historical problems are analyzed from a leadership perspective and practical application is gained through case studies. Two (2) lecture hours per week.

#### 202. Military History (2).

A survey of American Military History concentrating on the major factors and events which have influenced US foreign policy during periods of war and peace. Two (2) lecture hours per week.

### PHYSICAL EDUCATION COURSES WITH MILITARY SCIENCE CREDIT:

111, 112. Orienteering and Mountaineering (1).

111, 112. Beginning-Intermediate Self Defense (1).

111, 112. Beginning-Intermediate Swimming (1).

111, 112. Advanced Life Saving with American Red Cross Certification (1).

112. Scuba with PADI Certification (1).

112. Skiing (1).

112. Advanced Aerobics (1).

### ADVANCED COURSE

#### 301. Terrain Analysis (3).

An integrated course of academics and military skills combining advanced map reading with field application. Laboratory periods concentrate on leadership development, physical training and selected presentations. Two (2) lecture hours and one (1) laboratory hour per week.

#### 302. Unit Level Command Responsibilities (3).

A study in leadership from the perspective of the Second Lieutenant concentrating on the coordination and execution of administrative and tactical command decisions. Laboratory periods concentrate on leadership development, physical training and selected presentations. Two (2) lecture hours and one (1) laboratory hour per week.

#### 321. Applied Military Leadership (3).

An intensive practical application of leadership and military skills for Advanced Course students. Six (6) week summer program conducted at Fort Bragg, NC, for all Advanced Course cadets from universities and colleges of the eastern seaboard states.

#### 401. Command and Staff Procedures (3).

A study in military staff organization and procedure emphasizing military correspondence, instructional techniques and primary staff responsibilities.

Laboratory periods concentrate on realizing each student's leadership potential. Students prepare and present instruction to military science classes. Two (2) lecture hours and one (1) laboratory hour per week.

#### 402. Advanced Leadership and Management (3).

In-depth studies of the Geneva/Hague Conventions, GEO Politics, US National Security and Combined Arms Operations together with studies in Service Benefits, Senior-Subordinate Relations and Officer Responsibilities and Obligations.

Laboratory periods maximize student leadership potential. Students prepare and present instruction to military science classes and function as special assistants to the Professor of Military Science for selected projects. Two (2) lecture hours and one (1) laboratory hour per week.

#### MILITARY SCIENCE DEGREE PROGRAM

The Military Science Department offers a major in Military Science for students who are planning careers as professional Army Officers. Campbell is the only school in the southeast which offers a degree program in this field. The requirements for a Bachelor of Science Degree are outlined below. Individuals with prior military service may be given credit for appropriate courses based on experience and military education. Candidates for the B.S. Degree in Military Science are encouraged to obtain a double major; however, this is not required.

#### CORE CURRICULUM

Art, Music, or Drama 131 .....	3
English .....	12
Foreign Language .....	12*
History 111, 112 .....	6
Math .....	6
Physics, Biology, Chemistry or Geology .....	12
Religion .....	6
Health 111 .....	2
Physical Education .....	2

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\*Up to six hours may be satisfied by two or more high school units.

#### MILITARY SCIENCE CURRICULUM

Government 229. National Government	3
Government 345. International Relations .....	3
Geography 113. Physical Geography .....	3
MS 311. Military Leadership Styles .....	3
MS 312. Military Administration .....	3
MS 411. Military Operations .....	3
MS 412. Military Logistics Management .....	3
MS 421. Basic Officer Course Preparation .....	3
	24
Army ROTC Program .....	12
*Enrichment Courses .....	21
	33
Electives .....	10
	TOTAL 128

\*To be selected from not more than two related disciplines subject to approval by the PMS.

#### MUSIC

PROFESSOR: DR. YODER  
ASSOCIATE PROFESSORS: DR. ELMORE,  
MRS. HORTON, MR. STONE,  
DR. SCARBOROUGH  
ASSISTANT PROFESSORS:  
MR. MONTGOMERY, DR. PIPER  
INSTRUCTORS:  
MR. HOLLINGSWORTH

Admission into the Department of Music requires an audition and placement tests in Music Theory and, for the non-keyboard major, in piano. A second instrument will be studied until a proficiency examination is passed. Participation in Choir, Chorale or Band required each semester. The candidate for graduation must have an overall "C" average on all work attempted and a grade of "C" or better on each course required for the major.

Bachelor of Music (General) requirements include Music 101, 102, 132, 133, 201, 202, 221, 222, 302, 331, 332, 401, 432 and 13 hours of music electives plus 6 hours of non-music electives. Half recital the junior year and a full recital the senior year. Total number of hours 128.

Bachelor of Music (Piano Pedagogy) requirements include Music 101, 102, 132, 133, 201, 202, 221, 222, 324, 325, 331, 332, 333, 334, 425, 426, 432, 433, 434, 435, 436 and 4 hours of music electives. Half recital the senior year. Total number of hours 130.

Bachelor of Music (Music Education, Vocal-Keyboards) requirements include Music 101, 102, 132, 133, 201, 202, 221, 222, 263, 264, 265, 331, 332, 421, 422, 432 and 453. To meet certification requirements, the following Education courses must be completed: 221, 222, 341, 431, 440 or 441, 452, 453, 454 and 457. Half recital the senior year. Total number of hours 134.

Bachelor of Music (Music Education, Instrumental) requirements include Music 101, 102, 132, 133, 201, 202, 221, 265, 331, 332, 363, 364, 401, 423, 424 and 453. To meet certification requirements, the following Education courses must be completed: 221, 222, 341, 431, 440 or 441, 452, 453, 454 and 457. Half recital the senior year. Total number of hours 134.

PREREQUISITES: Music 101 and 102 are prerequisites to all credit music offerings except the following: Music 131, 132, 133, 211 and 321, Music Ensembles and Applied Music. Music 201 and 202 are prerequisites to the following courses: Music 302, 331, 332, 401, 402, and 431. Music 221, 363, and 364 are prerequisites to Music 423. Any exceptions must be made with the consent of the instructor and the chairman of the department. Course requirements outside the major area are listed under General Requirements for degrees with the exception of general psychology which is required of all music majors.

CONCENTRATION IN MUSIC: A concentration in music is offered to education majors in the grades 4-9 certification area. Required courses in this field are totaling 18 semester hours. These are Music 131, 101 and 421 plus 4 hours of applied music and an additional 4 hours

in choir, band, music elective or applied music.

### **101. Introduction to Theory (4).**

The basic rudiments of music, including scales, intervals, chords, sight-singing, melodic and harmonic dictation and keyboard harmony.

### **102. Elementary Tonality (4).**

Music 101 continued.

### **131. Music Appreciation (3).**

An introduction to music through an understanding of the principles of form and the elements of music. Various styles and types of vocal and instrumental works are studied. (Not offered to music majors.)

### **132-133. Music Literature (1,1).**

A study of basic vocabulary, forms, periods and styles of music. An introductory course for freshmen and sophomore music majors.

### **161-162. Class Piano—Elementary (2,2).**

Class instruction in piano, elementary level.

### **163-164. Class Voice (2,2).**

Class instruction in voice. Designed for keyboard and instrumental majors.

### **201-202. Advanced Tonality (4,4).**

A continuation of Music 102 including advanced modulation, chromatic harmony, seventh chords and altered chords. Continuation of sight-singing, dictation and keyboard harmony.

### **211. Hymnology (2).**

The historical and systematic study of poetic hymns and metrical tunes including the contributions of various ethnic groups to the body of Christian hymnology.

### **221. Conducting (2).**

A study of basic conducting techniques.

### **222. Choral Conducting and Materials (2).**

A general survey of choral materials from the Renaissance to the present, with special attention given to appropriate music Junior and Senior High School groups and church choirs.

### **261-262. Class Piano—Intermediate (2,2).**

Class instruction in piano, intermediate level.

### **263. Woodwind Methods (2).**

Study and practical application of the techniques of teaching and playing flute, oboe, clarinet, saxophone, and bassoon. Designed for vocal-keyboard majors to meet the instrumental requirements for teacher certification.

### **264. Brass and Percussion Methods (2).**

Study and practical application of the techniques of teaching and playing trumpet, horn, trombone, baritone, tuba, and percussion instruments. Designed for vocal-keyboard majors to meet the instrumental requirements for teacher certification.

### **265. String Methods (2).**

Study and practical application of the technique of teaching and playing violin, viola, cello, and double bass. Designed for music education majors.

### **302. Tonal Counterpoint (3).**

A study of eighteenth century contrapuntal technique with emphasis on the style of Bach.

### **321. Music for the Classroom Teacher (3).**

The methods and materials used by the classroom teacher in presenting music in the elementary grades, includes a review of the basic rudiments of music and introduction to Orff procedures. (Not offered to music majors.)

### **324. Elementary Piano Pedagogy (3).**

A study of the methods and materials for studying piano on the elementary level, including observation of private and class piano.

### **325. Advanced Piano Pedagogy (3).**

A study of the methods and materials for studying piano on the intermediate and advanced levels, including observation of private and class piano.

### **331. Music History to 1750 (3).**

A chronological study of the development

of western music from its origins through the Baroque Period, with an emphasis on the growth of musical concepts. Includes the study of composition techniques, styles and the analysis of musical forms.

### **332. Music History 1750-1900 (3).**

Consideration of literature, forms and tonal concepts which emerge. Score analysis.

### **333. Clavier Literature 1550-1750 (2).**

A study of major works composed for the harpsichord and clavichord during the Renaissance and Baroque eras.

### **334. Piano Literature 1750-1900 (2).**

A study of major piano works during the Classical and Romantic eras.

### **363. Woodwind Techniques (3).**

Study and practical application of the techniques of playing flute, oboe, clarinet, saxophone, and bassoon. Designed for music majors who are preparing to teach these instruments in the public schools.

### **364. Brass and Percussion Pedagogy (3).**

Study and practical application of the techniques of playing trumpet, horn, trombone, baritone, tuba, and percussion instruments. Designed for music majors who are preparing to teach these instruments in the public schools.

### **401. Orchestration (3).**

The study and instrumental ranges and techniques coupled with arranging for orchestra, band, and heterogeneous groups.

### **402. Forms and Analysis (3).**

A study of small and large forms from choral, piano, and symphonic literature.

### **421. Music Methods in the Elementary School (3).**

A course dealing with techniques of teaching, and music materials appropriate for use with students ages five-twelve.

### **422. Music Methods in the Junior and Senior High School (2).**

A course dealing with techniques of teaching, particular problems and appropriate materials; the general music class, the adolescent voice, organization of

the program and suitable song materials. Laboratory experience required.

#### **423. Wind and Percussion Pedagogy (3).**

A study and practical application of the techniques of teaching band instruments in the public schools. Includes advanced instrumental conducting, marching band techniques, band instrument repair techniques, and criteria for selection of music teaching materials.

#### **424. Band and Orchestra Administration (2).**

The organization and maintenance of an instrumental music program in the public schools. Designed for students who are preparing to enter student teaching.

#### **425-426. Supervised Teaching of Piano (3,3).**

Experience with teaching piano at various levels, under the guidance and observation of the instructor.

#### **431. Choral Literature (3).**

A study of choral compositions from Palestrina to the present with special attention devoted to the larger forms.

#### **432. 20th Century Music Literature and Theory (3)**

A study of music literature of the twentieth century; trends, "isms," from the Post Romantic to the present. Analysis of the composition techniques of selected composers.

#### **433. 20th Century Piano Literature (2).**

A study of major works composed for piano during the 20th Century.

#### **434. Piano Literature (Chamber Music) (2).**

A study of major works composed for piano combined with other instruments in Chamber Ensemble.

#### **435-436. Piano Ensemble (1,1).**

A study and performance of literature for piano ensemble at one, two or more pianos.

#### **453. Music Methods and Materials (1½).** Correlated with Education 453. Designed for music education students in the

"block". Includes discussion of procedures and problems particularly applicable to music education.

#### **ENSEMBLES**

##### **141, 241, 341, 441. Campbell University Choir (1).**

Open to all students by consent of the director, based on competitive tryouts. Concerts on campus and out of town including an extended Spring Tour. Performance of secular and sacred choral music.

##### **142, 242, 342, 442. Campbell Singers (1).**

Open to all students by consent of the director. Emphasis on Renaissance, Baroque and Contemporary music.

##### **143, 243, 343, 443. Campbell Chorale (1).**

Open to all students and faculty with consent of the director. Concerts on campus and out of town. Performance of secular and sacred music.

##### **151, 251, 351, 451. Concert Band (1).**

Open to all students and faculty with the consent of the director. Concerts on campus and out of town.

##### **152, 252, 352, 452. Woodwind Ensemble (1).**

Open to all students and faculty with consent of the director.

##### **154, 254, 354, 454. Jazz Ensemble (1).**

Open to all students and faculty with the consent of the director.

##### **155, 255, 355, 455. Brass Percussion Ensemble (1).**

Open to all students and faculty with consent of the director.

#### **APPLIED MUSIC**

Private instruction is offered on the instruments listed below. One-half hour of instruction per week earns one semester hour of credit; one hour of instruction per week earns two semester hours of credit. Non-Music students may receive credit on the same basis as Music Majors by permission of the Chairman of the Department.

**071, 171, 271, 371, 471. Piano**  
**072, 172, 272, 372, 472. Organ**  
**073, 173, 273, 373, 473. Voice**  
**074, 174, 274, 374, 474. Flute**  
**075, 175, 275, 375, 475. Oboe**  
**076, 176, 276, 376, 476. Bassoon**  
**077, 177, 277, 377, 477. Clarinet**  
**078, 178, 278, 378, 478. Saxophone**  
**079, 179, 279, 379, 479. Percussion**  
**081, 181, 281, 381, 481. Trumpet**  
**082, 182, 282, 382, 482. French Horn**  
**083, 183, 283, 383, 483. Trombone**  
**084, 184, 284, 384, 484. Baritone**  
**085, 185, 285, 385, 485. Tuba**  
**086, 186, 286, 386, 486. Violin**  
**087, 187, 287, 387, 487. Viola**  
**088, 188, 288, 388, 488. Violoncello**  
**089, 189, 289, 389, 489. Double Bass**

## **NATURAL SCIENCES AND PHYSICS**

PROFESSOR: DR. HOVIS  
ASSOCIATE PROFESSOR: DR. NELSON  
INSTRUCTOR: DR. BOWDEN

This department encompasses the Natural Science Curriculum, the Medical Technology Program, the Pre-Health Programs, Science Education, Allied Health Science, and course offerings in Physics.

Requirements for a major in Natural Sciences: A candidate for a Bachelor's Degree in Natural Sciences must satisfactorily complete introductory level courses in three areas of natural science. If Physics is chosen, the 221-222 or 251-252 series is defined as the introductory level for this purpose. Four additional courses beyond the introductory level in one of the sciences are required plus calculus and 12-20 semester hours in related sciences or mathematics. The program in intentionally made flexible to accommodate students preparing for multidisciplinary graduate study, teaching science or a career in a health profession. The area of concentration can be in Biology, Chemistry, Geology or Physics with sufficient supporting courses from the



other sciences and mathematics to meet the requirements for a degree.

A full major in Physics is not offered, but students desiring study in Physics should consider a degree in Natural Sciences with a concentration in Physics. For this degree, the student should elect Chemistry as one of the two remaining sciences and should complete three semesters of Calculus. Chemistry 334 may be substituted for one of the upper division physics courses.

Requirements for Teacher Certification: Those who seek certification in an area of science to teach in secondary schools should major in Science Education. The student who chooses Physics as his area of concentration should satisfactorily complete 24 hours in Physics. He should also complete Mathematics 222 and six to eight semester hours in each of the following: Biology, Chemistry, and Geology. To meet the minimum certification requirements in Physics, the following courses are recommended: 221 or 251, 222 or 252, 231 and Physics electives to meet the 24-hour requirement.

### PROGRAM LEADING TO THE BACHELOR'S DEGREE WITH A MAJOR IN NATURAL SCIENCES

#### General Degree Requirements:

	Sem.
	Hrs.
English .....	12
History and Social Science .....	12
Foreign Language .....	6
Religion .....	6
Mathematics .....	6
Fine Arts .....	3
Health .....	2
Physical Education .....	2
	49

#### Major Course Requirements

	Sem.
	Hrs.
Introductory Year in three areas of Natural Science .....	24

Four courses beyond the introductory level (accepted for major credit) from one of Natural Sciences .....	12-20
Calculus .....	4-12
Four courses from related sciences or Mathematics .....	12-20
Electives .....	3-27
Total major requirements .....	79
Overall total .....	128

**PHYSICS AND MATHEMATICS:** A student may opt for an interdisciplinary major in Physics and Mathematics. The major requirements are met by completing at least 18 hours of course work above the 200 level in each area.

Mathematics 222, 223, and 224, and Physics 251 and 252 are required. Students planning to teach in either of these fields at the secondary level or students planning graduate study in applied mathematics or theoretical physics are encouraged to investigate this program by contacting either the Department of Mathematics or the Department of Natural Sciences and Physics.

**Pre-Health Professions:** A program for pre-medical, pre-dental and other preparatory health careers can be readily arranged through a curriculum in Natural Sciences.

The program in Natural Sciences is sufficiently flexible to allow these students to meet most of the prescribed and recommended courses and, at the same time, complete requirements for a Bachelor's degree in Natural Sciences. The area of concentration would normally be either Biology, Chemistry, or Physics with supporting courses in the other two areas.

Students desiring a major in a paramedical field which is not given at Campbell can generally fulfill the requirements of the first two years of their work at Campbell. The Department of Natural Sciences will assist in arranging courses to meet individual requirements.

Pre-medical candidates should complete the introductory level courses in Biology,

Chemistry, and Physics and should complete Chemistry 227 and 228. A semester of Quantitative Analysis and Physical Chemistry are strongly recommended. Additional courses from Biology recommended for the Pre-med or Pre-dent candidate include Developmental Anatomy, Physiology, and Genetics. At least one semester of Calculus is most desirable. These students should also select courses from the following for a broad based cultural development in the liberal arts: literature, language, social sciences, psychology, philosophy, religion and others.

### Recommended Curriculum for B.S. Degree in the Natural Sciences for the Pre-Health Professions

#### FIRST YEAR

	Sem.
	Hrs.
First Semester	
English 111 .....	3
History 111 .....	3
Foreign Language 111 .....	3
*Mathematics 112 .....	3
Chemistry 111 .....	4
Physical Education .....	1
	17

#### Second Semester

	Sem.
	Hrs.
English 112 .....	3
History 112 .....	3
Foreign Language 112 .....	3
Mathematics 222 .....	4
Chemistry 113 .....	4
Physical Education .....	1
	18

#### SECOND YEAR

	Sem.
	Hrs.
First Semester	
**English .....	3
Mathematics 223 .....	4
Biology 111 .....	4
Chemistry 227 .....	4
Health 111 .....	2
	17

Second Semester	Sem.
English .....	Hrs. 3
Biology 200 .....	3
Biology 201 or 203 .....	1
Chemistry 228 .....	4
Art 131 or Music 131 .....	3
Religion 101 .....	3
	17

### THIRD YEAR

First Semester	Sem.
Social Science .....	Hrs. 3
Chemistry 215 .....	4
Physics 221 or 251 .....	4
Biology 238 .....	4
	15

Second Semester	Sem.
Social Science .....	Hrs. 3
Chemistry 334 .....	4
Physics 251 or 252 .....	4
Biology .....	4
Religion .....	3
	18

### FOURTH YEAR

First Semester	Sem.
Biology .....	Hrs. 4
Science or Math Electives .....	6-8
Psychology 222 .....	3
	13-15

Second Semester	Sem.
Science or Math Electives .....	Hrs. 6-8
Humanities Electives .....	3-6
	9-14

\*Mathematics 112 is not required if student is sufficiently strong to go directly into Calculus.

\*\*Select from English 221, 222, 223, or 224.

### MEDICAL TECHNOLOGY

A candidate for the degree in Medical Technology must satisfactorily complete the three-year program prescribed below

and an additional year at either Cape Fear Valley Hospital in Fayetteville, Rex Hospital in Raleigh, or Division of Applied Health Professions, Bowman Gray School of Medicine in Winston-Salem.

Upon successful completion of the four-year program, the candidate is awarded the degree from Campbell University. Certification follows after satisfactory completion of an examination administered by the Registry of Medical Technologists. Students should be aware of the limited number of spaces available in the clinical portion of training for Medical Technology candidates. Above average grades in the Sciences have become a prerequisite for gaining admission to the Schools of Medical Technology.

### Bachelor of Science (Medical Technology)

#### FIRST YEAR

First Semester	Sem.
English 111 .....	Hrs. 3
Mathematics 111 or 112 .....	3
Chemistry 111 .....	4
Biology 111 .....	4
Foreign Language 111 .....	3
Physical Education .....	1
	18

Second Semester	Sem.
English .....	Hrs. 3
Mathematics 112 or 160 .....	3
Chemistry 113 .....	4
Biology 200 .....	3
Biology 201 or 203 .....	1
Foreign Language .....	3
Physical Education .....	1
	18

#### SECOND YEAR

First Semester	Sem.
English 221 .....	Hrs. 3
Religion 101 .....	3
History 101 .....	3
Biology .....	4
Chemistry 227 .....	4
	17

Second Semester	Sem.
English 222, 223, 224 .....	Hrs. 3
Religion 202 .....	3
History 112 .....	3
Biology 334 .....	4
Chemistry 228 .....	4
	17

#### THIRD YEAR

First Semester	Sem.
Physics 221 .....	Hrs. 4
Psychology 222 .....	3
Social Science .....	3
Chemistry 215 .....	4
Health 111 .....	2
	16

Second Semester	Sem.
Physics 222 .....	Hrs. 4
Music 131 or Art 131 .....	3
Social Science .....	3
Electives .....	6

The fourth year is twelve months clinical work i Cape Fear Valley Hospital, Rex Hospital or Baptist Hospital.

Electives in the third year could be chosen from science courses in either Biology or Chemistry, or from courses in the Humanities. It is recommended that the student choose the major portion of the electives in the field of the Humanities.

### ALLIED HEALTH SCIENCE

A degree is offered in Allied Health Science in which holders of Associate of Arts in various health fields from technical institutes and hospitals are given an opportunity for further study in the arts and sciences. Completion of this program leads to a Bachelor of Health Science Degree. Requirements for completion of the program depend upon the specific area in which the certificate is held. Normally two years of study at Campbell are necessary. In certain instances, it may be advisable to complete the campbell requirements before entering the technical institute.

## PHYSICS

### 111. Introductory Physics (4).

Applications of the basic principles of physics to observed phenomena. A minimum of mathematics is used in developing concepts. The study includes laboratory and an introduction to astronomy. Intended for non-science majors.

### 112. Environmental Physics (4).

A study of contemporary problems from the standpoint of the physical sciences. concepts of physics are used to describe basic problems in radioactivity, thermal, and noise pollution, energy requirements, transportation needs, and the information explosion.

### 221-222. General Physics (4,4).

Classical mechanics, ehaf, sound and electricity with an introduction to maodeern physics. Laboratory work is coordinated with lectures. Intended for science majors and others interested in the quantitative investigation of natural phenomena.

Prerequisite: Mathematics 112 or permission of the instructor.

### 251-252. Fundamentals of Physics (4,4).

The basic concepts of classical physics are preseneted through a study of particle mechanics, interactions, fields, and wave mechanics. Modern theories are introduced. The approach requires liberal use of differential and integral calculus in conceptual development and problem solving. Prerequisite: Math 222.

Corequisite: Math 223, or permission of the instructor.

### 231. Descriptive Astronomy (4).

A brief course in principles, theories, and techniques of astronomy. The laboratory consists of a basic study of light, using the telescope, and field trips to the local planetarium and other astronomical installations. Prerequisite: Mathematics 112.

### 333. Thermal Physics (4).

Lectures and laboratory on the law of thermodynamics, heat flow, reversibility, entropy and cyclic processes. An

introduction to statistical mechanics is included. Prerequisites: Physics 221 or 251, Mathematics 222; offered fall every other year.

### 341-342. Physics of Fluids (3,3).

A study of statics and dynamics of fluids with special treatment of generalized equations of flow, viscous fluids, compressible fluids, dimensional analysis, fluid measurement, and applications. The course includes an introduction to experimental techniques and use of the computer in fluid mechanics. Co-requisite: Mathematics 223.

### 442. Optics (light) (4).

A study to provide the student with a basic understanding of the principles of geometric and physical optics. Receiving emphasis will be optical instruments and the practical aspects of light. Prerequisites: Physics 222, or 252, Mathematics 222.

### 444. Modern Physics (4).

A course designed to introduce the basic concepts of wave and particle theory, atomic structure, quantum theory, propertes of matter and nuclear physics. Equal emphasis is placed on the experimental and theoretical bases of underlying principles. Prerequisites: Physics 222 or 252, Mathematics 222; offered in spring only.

### 451, 452. Research (2-4).

In-depth experimental investigation of a problem in Physics. Results of the investigation are presented in a comprehensive report and sometimes as a seminar.

## NAURAL SCIENCE FOR ELEMENTARY EDUCATION MAJORS)

### 113. Principles of Physics and Astronomy for Elementary Education Majors (3).

Through the use of the astronomy laboratory, the student is exposed to a unique, first-hand experience in observational astronomy. The course also consists of demonstrated lectures and coordinated laboratory assignments in physics.

### 114. Earth Science for Elementary Education Majors (3).

The course is centered around a conceptual approach to the study of Chemistry, Geology and Meteorology. The course is highlighted by a student centered, "open-lab" format in Chemistry and Geology, and a field-centered approach to the study of meteorology.

### 115. Basic Ecology for Elementary Education Majors (3).

A student-centered, out-of-doors approach to the study of basic ecology. Emphasis is place on four concepts: Diversity, Adaptation, Change and Interrelationships. Highlights of the course include field trips: two major field studies emphasizing the scientific method of research; a week-end camp out at one of the N.C. State Parks; and a five-week emphasis on our "environmental crisis."

### 200. Research In Science Education for Elementary Education Majors (1-4).

This seminar type course enables the student to elect a problem relevant to science education and participate in original research. The student is required to write, present and orally defend his research paper.

### 211. Applied Photography (3).

A course designed to meet the needs of students requiring knowledge of the technical background and fundamental techniques of photography for application in their chosen field of study. Two lecture hours and two hours of laboratory per week.

## PHYSICAL EDUCATION AND HEALTH

PROFESSOR: DR. LARCHE  
ASSOCIATE PROFESSORS: MR. CARR,  
MS. CLARY, DR. TOLSMAN,  
MR. ROBERTS  
ASSISTANT PROFESSORS: MR. DIETZ,  
MRS. LLOYD, MR. SMITH  
INSTRUCTORS: MRS. TART,  
MISS WATKINS, MR. SMITH

PHILOSOPHY OF THE DEPARTMENT:  
Students are our reason for existence. We are strongly committed to the professional

principle of physical education and support varsity, intramural and club sports. We encourage our students to realistically evaluate where they are and where they would like to be. Once our students have faced reality and evaluated their status, they must be actively involved in shaping their own goals. It is our responsibility to see that the goals are realistic so that together we may ensure success potential.

Physical education is an excellent arena for the development of all pedagogical objectives. Psychomotor development is naturally intrinsic to the field. With proper emphasis on group activity, we can encourage healthy supportive interaction. By nurturing ego involvement and positive reinforcement, we can contribute to the development of affective skills. Finally by treating the discipline as the academic area it is, we can encourage and direct critical, analytical and creative thinking. The understandings gained from this approach will greatly aid the development of cognitive skills.

The following opportunities are available to men and women in the Physical Education Department:

I. Major Program in Physical Education and Health. (B.S. Degree)

A. Teaching Certificate (K-12) in Physical Education

B. Academic Requirements—All general college requirements plus:

1. 40 semester hours of Physical Education and Health (Health 111 and required P.E. not necessary for P.E. majors.)

2. Biology 111 and Biology 221

3. A second teaching field of approved work of approximately 21 hours.

4. Speech 113.

5. Completion of teacher certification requirements.

THE CRITERIA FOR ADMISSION TO STUDENT TEACHING INCLUDE THE FOLLOWING:

1. A minimum grade point average of 2.25 in overall scholastic work; a minimum of 2.00 in the major field, and a C or better in all professional education courses. These averages must be met by the beginning of the semester the student plans to student teach.
2. Approval of the major department and the Department of Education.
3. No Probation—academic or otherwise.

### Suggested Physical Education Major Curriculum

#### FRESHMAN YEAR

Fall Semester	Hrs.
English 111	3
*Language 101 or 111	3
Biology 111	4
Physical Education 100	3
History 111	3
P.E. Activity	1
CEP	$\frac{1}{2}$
	17½

Spring Semester	Hrs.
English 112	3
*Language 102 or 112	3
Music 131, Art 114,	3
Drama 131	
**Math Elective	3
History 112	3
P.E. Activity	1
CEP	$\frac{1}{2}$
	16½

#### SOPHOMORE YEAR

Fall Semester	Hrs.
English 221-224	3
**Math Elective	3
Psychology 222	3
Health 221	3
Social Science Elective	3
P.E. Activity	2
CEP	$\frac{1}{2}$
	17½

Spring Semester	Hrs.
English 221-224	3
Biology 221	4
Religion 101	3
Education 221	3
Social Science Elective	3
P.E. Activity	1
CEP	$\frac{1}{2}$
	17½

#### JUNIOR YEAR

Fall Semester	Hrs.
Physical Education 336	3
Physical Education 337	2
Physical Education 332	3
Education 341	3
Physical Education 341-348	1
P.E. Activity	1
***Related Field Elective	3-4
CEP	$\frac{1}{2}$
	16½-17½

Spring Semester	Hrs.
Religion Elective	3
Health 325	3
Health 335	2
Physical Education 331	3
Physical Education 341-348	1
P.E. Elective	1-2
***Related Field Elective	3-4
CEP	$\frac{1}{2}$
*P.E. 225, I	1
	17½-18½

#### SENIOR YEAR

Fall Semester	Hrs.
Education 440 or 441	3
Health 425	4
***Physical Education 340	3
Speech 113	2
P.E. Elective	1-3
P.E. 225, II	1
	14-15
Spring Semester	Hrs.
Education 431	3
Education 452	3
Education 453	1½
Education 457 or 458	6
Education 454	1
	14½

\*See "General Requirements for Degrees" in the catalogue to determine the language requirement for the appropriate degree.

\*\*Math 111, 112, 140, or 160

\*\*\*Related Area—Minimum of 21 Hours (Suggested courses in science-related area: Biology 200, 211, 224, 238; Physics 111; Geology 111, 115; Chemistry 111.)

\*\*\*\*Must have Physical Education 340 before student teaching.

## II. Major Program in Physical Education and Health. (B.S. Degree)

### A. Non-Teaching Degree (No Teacher Certification)

### B. Academic Requirements—All general college requirements plus:

1. 37 semester hours of Physical Education and Health (Health 111 and required P.E. not necessary for P.E. majors.)
2. Biology 111 and Biology 221
3. Education 221
4. General Psychology 222
5. No related field
6. Required P.E. courses for non-certification
 

P.E. 100	
P.E. 101-120	3 hrs.
P.E. 331	P.E. 462
P.E. 335	Hlth 211
P.E. 336	Hlth 325
P.E. 337	Hlth 425

### III. Related Field in Physical Education and Health

- A. Teaching Certification (In conjunction with major field)
- B. Twenty-two semester hours of Physical Education and Health
 

PE 100—Introduction to Physical Education and Health	
or	
PE 331—Organization and Administration of Physical Education	3 sem. hrs.

- |  |              |
|--|--------------|
| PE 332—Measurement and Evaluation in Physical Education & Health | 3 sem. hrs.  |
| PE 340—Teaching of Physical Education and Health                 | 3 sem. hrs.  |
| PE 101-120 (Professional Preparation Activity Courses)           |              |
| Any courses  | 3 sem. hrs.  |
| Biology 221—Anatomy and Physiology                               | 4 sem. hrs.  |
| Health 337—Care and Prevention of Injuries                       | 2 sem. hrs.  |
| Health 425—Exercise Physiology                                   | 4 sem. hrs.  |
|  | 22 sem. hrs. |

### IV. Related Field in Athletic Coaching

- A. Teaching Certification (in conjunction with major field.)
- B. Nineteen semester hours of Physical Education and Health.
- C. Biology 111 and Biology 221
 

1. P.E. 101-120 Activities	3 sem. hrs.
2. P.E. 225 Practicum	1 sem. hr.
3. P.E. 331 Org. and Ad.	3 sem. hrs.
4. P.E. 341-348 Th. of Coach.	6 sem. hrs.
5. Health 337 Care and Prev. Of Ath. Inj.	2 sem. hrs.
6. Health 425 Exercise Phys.	4 sem. hrs.
	19 sem. hrs.

## 111. Health for the College Student (2).

To promote a better understanding of pertinent health needs of both the individual and the community. Emphasis is placed on contemporary health problems of the college students.

## 211. Personal and Community Health (3).

A study of vital phenomena and their application to the human organism. Emphasis includes fundamental biological facts of human anatomy and physiology, personal and community health, education for family living, health hazards and mental health. This course is designed for Physical Education majors only.

## 325. Kinesiology (3).

The scientific study of man's movements, including anatomical, physiological, mechanical, psychological, and sociological aspects. The mechanical analysis of sport skills, a knowledge of the basic mechanics of human motion, and an understanding of the action of joints and muscles are emphasized. Prerequisites: Biology 111, Biology 221.

## 333. Elementary School Health (2).

An investigation of the principles, practices and procedures of teaching health in the elementary school with emphasis upon improving the health of the child through healthful school living, health services, and health instruction. For Elementary Education majors only.

## 337. Care and Prevention of Injuries (2).

Instruction includes discussion and practical application of the accepted principles of first aid and the theory and practice of athletic training and conditioning. Emphasis is placed upon safety and preventive measures with prompt treatment of athletic injuries.

## 425. Exercise Physiology (4).

To provide an essential physiological background for an understanding of the response of the body to exercise. Prerequisites: Biology 111, Biology 211.

## 444. First Aid For Elementary Teachers (2).

A study and application of the basic principles of first aid in relation to elementary school classroom and playground situations. For Elementary Education majors only.



# PHYSICAL EDUCATION

## 100. Introduction to Physical Education and Health (3).

A study of the history, principles, and philosophy of physical education; the biological and sociological foundations and their implications for today's society; the application of sound principles in programming to allow the student to make a sound entry into the teacher education program. Knowledge of health as it relates to the physical needs and contributions to the individual's total health status and health values to be derived from participation will be strongly stressed.

## 225. Practicum in Physical Education and Health I, II (1,1).

Students are provided observation, participation, and limited teaching experiences in concentrated periods of time in both elementary and secondary schools. Care is taken by the college instructor to carefully supervise and analyze each student. Emphasis is placed on understanding the relationship which exists between theory and practice. This is a sophomore or junior level course designed to help the students evaluate their decision to become a physical education instructor.

## 331. Organization and Administration of Physical Education (3).

An orientation to policies, standards, procedures, and problems pertaining to organizing and administering physical education programs with special emphasis in the areas of administrative duties of teachers and directors, curriculum development, intramural programs, and the duties of the coach and athletic director.

## 332. Measurement and Evaluation (3).

An introduction to elementary statistical procedures as they relate to constructing, administering, scoring and grading tests and measures in physical education. Practical application of tests of knowledge, physical fitness, general motor ability, sports skills, and other areas will be stressed.

## 334. Physical Education in the Elementary School (2).

An investigation of the principles, practices and procedures of teaching physical education in the elementary school with emphasis on curriculum development and methods and materials involved in teaching. For Elementary Education majors only.

## 335. Adaptive Physical Education (2).

This course is designed to teach the modification of physical education activities for those individuals with disabilities who may not safely or successfully engage in unrestricted participation in vigorous activities. Social and psychological problems involved in mainstreaming will also be discussed rather thoroughly. The main objective is for individuals with handicapping conditions to be integrated into regular physical education and recreation programs with a high degree of success and acceptance.

## 336. Movement Experiences for Children (3).

Philosophy, principles, activities, teaching strategies, evaluation procedures for children ages 4-11.

## 340. Teaching of Physical Education and Health (3).

The course is designed to cover the needs of students (K-12) in physical education and health education. Units of work on various levels are planned, yearly programs are developed, and activities applicable to all age levels are taught and analyzed.

## 341-348. Theory of Coaching (1).

Methods and materials of seasonal planning, training, officiating, and game strategy in each sport.

- PE 341—Baseball
- PE 342—Basketball
- PE 343—Football
- PE 344—Soccer
- PE 345—Softball
- PE 346—Track
- PE 347—Volleyball
- PE 348—Wrestling

## 462. Recreational Leadership (3).

A study of the needs and values of a recreational program, the principles to be followed, and the materials and methods to be used. Designed for personal enrichment and recreational leadership skills. This course may count as either Religious Education or Physical Education, but not both. (Block schedule, first half of the spring semester.)

## PHYSICAL EDUCATION ACTIVITY COURSES FOR MAJORS

101-120. The following are laboratory courses for physical education majors with emphasis on the development of skills and the understanding of rules as they apply to each sport. Teaching progressions will be integrated into the acquisition of skills by the instructors. Classes meet three hours per week for half a semester. Each course carries ½ semester hour credit.

- PE 101—Golf
- PE 102—Soccer
- PE 103—Badminton
- PE 104—Fundamentals of Conditioning
- PE 105—Volleyball
- PE 106—Tennis
- PE 107—Baseball
- PE 108—Football
- PE 109—Basketball
- PE 110—Wrestling
- PE 111—Softball
- PE 112—Archery
- PE 113—Modern Dance
- PE 114—Ballroom Dance
- PE 115—Square Dance
- PE 116—Tumbling
- PE 117—Gymnastics
- PE 118—Track
- \*\*PE 119—Swimming
- PE 120—Educational Games-Sports

\*\*Physical Education majors must pass a beginner level swimming proficiency test to take the PE 119 swimming class. Placement in a beginner swimming class is a prerequisite for those majors who cannot pass the proficiency test. However, special consideration will be given those few

individuals who, after completing the swimming course, still are unable to swim proficiently, and a committee will be appointed to determine whether or not the individuals should pass.

## **FRESHMAN REQUIRED ACTIVITY COURSES**

111-112. Two semester hours of Physical Education are required of all students. Instruction is offered in history, care of equipment and facilities, fundamental skills, and elementary or advanced strategy in each activity. The department recommends a balanced selection of team and individual activities. The following classes will serve to fulfill the requirement as well as provide elective credit. Two additional semester hours may be used as elective hours toward graduation. Any combination of 2 courses carries 1 semester hour credit.

Beginning Aerobics  
Advanced Aerobics  
Beginning Archery  
Beginning Badminton  
Intermediate Badminton  
Beginning Basketball  
Modern Dance  
Social Dance  
Square Dance  
Beginning Golf  
Intermediate Golf  
Beginning Gymnastics  
Intermediate Gymnastics  
Beginning Marksmanship  
Intermediate Marksmanship  
Mountaineering  
Beginning Orienteering  
Intermediate Orienteering  
Beginning Rappelling  
Intermediate Rappelling  
Beginning Self Defense  
Intermediate Self Defense  
Beginning Skiing  
Intermediate Skiing  
Beginning Soccer  
Beginning Softball  
Survival  
Beginning Swimming

Intermediate Swimming  
Advanced Swimming  
Advanced Swimming w/Certification  
Water Polo  
Beginning Tennis  
Intermediate Tennis  
Beginning Track and Field  
Beginning Volleyball  
Beginning Weight Training  
and Conditioning  
Intermediate Weight Training  
and Conditioning  
Advanced Weight Training  
and Conditioning  
Beginning Wrestling

**\*\*Individual Physical Education**

## **Explanation of Swimming Courses**

I. Beginner Course Entrance Requirements

- A. There are no swimming skill requirements for entrance into the course.
- B. The course is designed for the non-swimmer or students who cannot successfully complete the intermediate level skills explained below.

II. Intermediate Course Entrance Requirements

- A. A student demonstrates ability to swim 25 yards on his back.
- B. Student swims 25 yards using the crawl stroke.
- C. Student dives from the deck and swims 15 feet underwater.

III. Advanced Course Entrance Requirements

- A. The student swims 50 yards continuously, using a coordinated stroke on the back.
- B. The student swims 100 yards continuously, using a fully coordinated sidestroke, breaststroke, or crawl stroke.
- C. The student performs survival floating for 5 minutes.

## **\*\*INDIVIDUAL PHYSICAL EDUCATION**

Students with physical limitations or handicaps are assigned to classes in which they may participate according to their capacities. The department strives to work with students and physicians in order to offer satisfying experiences through physical activities. Course offerings are based upon the recommendations of physicians in relation to the student needs.

## **UNIFORMS FOR ACTIVITY CLASSES**

All students in required physical education classes must wear an all-white T-shirt or blouse with short sleeves, gym shorts (any color), and gym shoes (except during outside activities on cold days when long slacks and long sleeves would be necessary). NO CUT-OFFS WILL BE ALLOWED. Physical Education major students must wear the uniforms designated for the professional preparation program.

Uniforms may be purchased at the College Bookstore.

## **RELIGION AND PHILOSOPHY**

PROFESSORS: DR. WALLACE, DR. KEYSER,  
DR. LANGSTON, DR. LEDGERWOOD  
ASSOCIATE PROFESSOR: DR. MARTIN  
ASSISTANT PROFESSORS: DR. COGDILL,  
DR. PENNY  
PART-TIME INSTRUCTOR:

Objectives of the Religion and Philosophy Department

1. To offer required courses in the basic curriculum designed to acquaint students with their Judeo-Christian and Western Philosophical heritage.
2. To offer advanced elective courses in Religion, Church Ministries, and Philosophy for those students who desire to explore, beyond an introductory level, specific subjects due to personal interests.
3. To offer concentrations in Religion, Church Ministries, and Philosophy for those students who have more intense

personal and academic interests in such areas of study.

4. To offer majors in Religion, Church Ministries, and Religion and Philosophy as vocational and pre-vocational preparation for those students entering a religious or church-related vocation.

#### Scholarship Requirements

All students receiving scholarships from the school because of their church related vocation commitment are required to take an average of one religion course each semester while enrolled at Campbell University.

#### Departmental Courses Required for Graduation

All degree candidates must take Religion 101 Introduction to the Bible first; after which all students will select according to their own personal interests any 200 or 300 level course offered in the Religion Division.

#### Departmental Requirements for Majors

1. Religion: Thirty-six (36) semester hours in addition to the General Requirements. Fifteen (15) semester hours must be in courses numbered 300 or above. Specific major requirements are detailed in the catalogue section on course listings.
2. Religion and Philosophy: Eighteen (18) semester hours in Religion including Religion 101 of which nine (9) semester hours must be in courses number 300 or above and eighteen (18) semester hours in Philosophy.
3. Church Ministries: A core curriculum of eighteen (18) hours and up to thirty (30) hours of specialized courses are required. Specific major requirements are detailed in the catalogue section on course listings.
4. English Requirements. Any departmental major may be required to take an English proficiency test. If the student requires additional English studies, placement will be made by the English Department.

#### Concentrations

Eighteen (18) semester hours in Religion, Church Ministries or Philosophy. For a concentration in Religion or Church Ministries nine (9) semester hours must be in courses numbered 300 or above.

#### Courses

##### 101. Introduction to the Bible (3).

A basic Bible course with special emphasis on the birth and development of the Israelite nation, the life and times of Jesus, and the emergence and expansion of the early church. This course, or equivalent, is a prerequisite to all other religion courses. Every semester.

##### 202. Old Testament Thought (3).

An historical and systematic study of major Old Testament concepts. Every semester by demand.

##### 212. New Testament Thought (3).

A study of the key New Testament concepts which shaped the faith of the Christian Church. Every semester by demand.

##### 222. Basic Christian Thought (3).

A systematic study of fundamental beliefs within the Christian faith. Concepts discussed include: God, revelation, Christ, evil, history, Holy Spirit and eschatology.

##### 224. Basic Christian Ethics (3).

A systematic study of the ethical implications of faith for the Christian life. In addition, particular moral issues are discussed such as war, ecology, race relations, and others.

##### 302. Prophetic Literature of the Old Testament (3).

A study of the times, activities, and messages of selected prophets.

##### 304. Poetic and Wisdom Literature (3).

A study of Old Testament poetic and wisdom literature and its unique contribution to ancient Near Eastern literature.

##### 313. The Teachings of Jesus (3).

A study of the message of Jesus recorded in the Synoptic Gospels with special

attention to the proclamation of the Kingdom of God and its ethical demands.

##### 314. Paul (3).

A study of Paul's personality, life and thought. Acts, Paul's epistles, and secondary sources, both ancient and modern, will be used as sources.

##### 317. The Gospel of John (3).

An exposition of the Fourth Gospel with special attention to its historical setting and its contemporary application.

##### 321. Contemporary Theology (3).

A study of major 19th and 20th century theologians since Schleiermacher. Theological views discussed include: speculative idealism, liberalism, neo-orthodoxy, existentialism, death of God theology, and others.

##### 331. General Church History (3).

An historical study of the major movements and thoughts in the church.

##### 333. History of Christian Worship (3).

A study of the emergence of Christian worship in its Biblical setting and its development in history with special emphasis on Western Christianity.

##### 334. American Christianity (3).

Study of the history, ideas, and influence of Christianity in America.

##### 335. Baptist History (3).

A study of Baptists, including their origins, history, principles, and practices.

##### 340. The Family (3).

A study of the religious dimensions of the institution of the family in cultural and historical settings.

##### 344. Sociology of Religion (3).

Investigation of the socio-cultural structure of American Christianity. Close examination of the meaning and belonging functions of religion will be explored.

##### 351. History of Religion (3).

A study of the major religions of the world, with special emphasis upon religions of India and the Far East—Hinduism, Buddhism, Confucianism, Taoism, and Shintoism. Attention is also given to Judaism and Islam.

## **402. Religion Seminar (3).**

Selected topics in Biblical Studies, Church History, Theology and Christianity and Culture.

## **502. Research (3).**

Guided research in Biblical Studies, Church History, Theology and Christianity and Culture.

## **CHURCH MINISTRIES**

The B.S. degree is awarded students majoring in church ministries.

In addition to the general and departmental requirements, a church ministries core curriculum of eighteen (18) hours must be completed. The core curriculum includes the following courses: Religion 202, 212, 222 or 224, 226, 261, 302 or 313.

Students majoring in church ministries must select one of the following areas of concentration and complete up to thirty (30) hours of interdisciplinary studies (Religion, Sociology, Psychology, Physical Education, Drama, Music, and Education) in the area chosen: Pastoral Ministry, Youth Ministry, Education Ministry, Music Ministry and Missions Ministry.

Courses

### **226. Introduction to Church Ministries (3).**

A study of how Baptists carry out their mission through the church. Attention is given to the development of Protestantism and its central beliefs, to the location of Southern Baptists within Protestantism, and to the contemporary ministries of Southern Baptists in the world.

### **227. Pastoral Ministry (3).**

An introduction to the principles and practices of the pastoral ministry.

### **228. Missions Ministry (2).**

A study of the history and practice of Christian missions with special emphasis on contemporary philosophies and practices of missions.

### **261. Principles of Administration (3).**

A management approach to the administrative task. Designed to give

leaders an introduction to those principles which should be employed in guiding and directing the work of others.

### **262. Educational Organization (3).**

A study of organizations and methods used in promoting a well-rounded program of religious education through the church.

### **269. Christianity and the Family (2).**

An examination of the theological, psychosexual, and ethical issues arising from a study of sex, love and marriage. The practical aspects of these crucial areas of man's life and the context of American culture are the focus of this course.

### **360. Preparation and Delivery of Sermons (3).**

A study of the preparation and delivery of sermons.

### **361. Psychology of Religion (3).**

A study of the psychological aspects of religious experience. The course is designed to give the student a degree of psychological insight into his own religious experience and the basis for a program of Christian counseling.

### **362. Youth Ministry (3).**

A study of the social and spiritual development of young people. Attention is directed toward equipping the youth minister with cognitive skills, resources, and techniques for ministry with young people through the church. Topics include: Identity-formation, youth's major concerns, counseling with youth, and others.

### **363. Teaching of Religion (3).**

A course which combines theory and application in the discovery of the best principles, material, and methods of Bible teaching.

### **364. Youth Programs (3).**

A companion course to 362 designed to provide the youth minister with programs that can be used in ministering to youth. Attention is given to the proper procedures for planning, presenting, and evaluating a comprehensive youth program in the local church.

### **457. Experiential Learning (1-6).**

The student will make a proposal in terms

of specific projects to be completed largely off-campus under the direction of a faculty advisor. The faculty advisor will recommend from one to six semester hours of credit for each involvement, subject to the approval of the department chairman.

## **PHILOSOPHY**

### **121. Introduction to Philosophy (3).**

An examination of basic philosophical issues which arise in the field of ethics, political philosophy, theory of knowledge, philosophy of religion, metaphysics and aesthetics.

### **221. Logic (3).**

A study of proper procedures in reasoning. Attention is given to informal fallacies, Aristotelian logic, modern symbolic logic and the scientific method. The techniques and principles of reasoning are applied to actual cases.

### **231. Ancient and Medieval Philosophy (3).**

A survey of the development of philosophical thought from its inception in ancient Greece to the Renaissance. Extended treatment will be given to the pre-Socratics, Plato, Aristotle, St. Augustine, and St. Thomas Aquinas.

### **232. Modern and Contemporary Philosophy (3).**

A survey of the history of philosophy from Descartes to the present. Special attention is given to the rationalist, empiricists, Kant, Hegel, Marx, existentialism and linguistic analysis.

### **323. Philosophy of Religion (3).**

An examination of divergent viewpoints on basic issues in philosophy of religion. Such issues as the following are treated: the relation between faith and reason, God's existence, the problem of evil, man's nature and destiny, the function of religious language and others.

### **476. Divine Law, Human Law (2).**

The relations between ontology, morals and law. Historical and systematic treatment covering the Old Testament law

and its precursors, the rabbinical elaboration, New Testament law, the ecclesiastical canons and natural law and other philosophical ontologies.

## SOCIAL SCIENCES

PROFESSORS: DR. GASS, DR. EARP,  
DR. MCQUADE, DR. STUMPF, DR. MOORE,  
DR. WALLACE  
ASSOCIATE PROFESSOR: DR.  
FUNDERBURK  
ASSISTANT PROFESSORS: MR. EASLEY,  
MR. REINHARDT, MISS SHERWOOD,  
MR. TUCK  
PART-TIME ASSISTANT PROFESSOR: DR.  
HUGGINS

Requirements for the major in Social Sciences: The candidate for the Bachelor of Arts or the Bachelor of Science degree with a major in the social sciences must complete at least 42 hours in the social sciences, including History 111-112. The candidate must concentrate in one field of the social sciences by completing with a grade of "C" or better in each course 24 semester hours in one of the following fields: economics, geography, sociology, government, or history. In addition, the candidate must complete, with a grade of "C" or better in each course, six hours each in three fields, other than the field of concentration to be chosen from : economics, geography, sociology, government, or history. The candidate for a major in social sciences who also desires N.C. certification as a secondary school teacher must complete, with a grade of "C" or better in each course, at least 24 semester hours in history and six semester hours in each of the following fields: economics, geography, government and sociology.

Requirements for the Major in History: The candidate for the Bachelor of Arts or the Bachelor of Science with a major in history must complete at least 30 hours of history with a grade of "C" or better in each course, including at least six semester hours of Junior-Senior courses in European history and at least six semester hours of Junior-Senior courses in United States history. The candidate must complete History 111-

112 and History 221-222. In addition, the candidate must complete, with a grade of "C" or better in each course, the following related courses: Government 229; Economics (or economic history), 6 hours; and either Geography 113 or Sociology 225. The candidate for a major in history who also desires North Carolina certification as a secondary school teacher must complete, with a grade of "C" or better in each course, at least 6 hours in each of the following fields: economics, geography, government, and sociology.

Requirements for the Major in Sociology: The candidate for the Bachelor of Arts or Bachelor of Science degree with a major in sociology must complete, with a grade of "C" or better in each course, at least 30 semester hours in sociology, which must include Sociology 225 (Principles), 347 (Social Theory), 350 (Sociological Research) and either 358 (Historical Sociology—American) or 404 (Historical Sociology—European). In addition the candidate must complete, with a grade of "C" or better in each course, the following related courses: Government 229, History 221, 222, and Psychology 222. There is no provision for teacher certification in sociology.

Requirements for a Major in Social Services. The candidate for the Bachelor of Arts or Bachelor of Science degree with a major in Social Services must complete with a grade of "C" or better in each course 51-57 semester hours after meeting the requirements of the General Curriculum. The candidate must take Psychology 222, 332, 360, or Sociology 343; Government 230 or 337; History 221 and 222; Sociology 226, 340, and 342 and 361. A candidate will also complete an internship for 6 semester hours. In addition a candidate will develop a specialization in a designated area, e.g., mental health, public health, child care, social services administration, etc.

High-School Teacher Certification in the Social Studies: The student majoring in either history or the social sciences who

desires certification for the teaching of the social studies in the secondary schools of North Carolina should consult both the Department of Social Sciences and the Department of Education.

## ECONOMICS

For the description of courses in economics, see the Economics and Business Administration and Business Education section of this catalogue. History 330 and History 331 may be counted as either history or economics, but not as both.

## Pre-Law Curriculum in Social Sciences:

### FRESHMAN YEAR

First Semester	Hrs.
English 111 .....	3
History 111 .....	3
Mathematics .....	3
Language .....	3
Natural Science .....	4
Physical Education .....	1
	17

73

### Second Semester

Second Semester	Hrs.
English 112 .....	3
History 112 .....	3
Mathematics .....	3
Language .....	3
Natural Science .....	4
Physical Education .....	1
	17

### SOPHOMORE YEAR

First Semester	Hrs.
Religion 101 .....	3
History 221 .....	3
English .....	3
Language .....	3
Speech 113 .....	2
Health 111 .....	2
	16

### Second Semester

Second Semester	Hrs.
Religion .....	3
History 222 .....	3
English .....	3
Language .....	3
Art 131 or Music 131 .....	3
	15



## JUNIOR YEAR

First Semester	Hrs.
Economics 223 .....	3
Philosophy 121 .....	3
English .....	3
Accounting 213 .....	3
History 343 .....	3
	15
Second Semester	Hrs.
Sociology 226 .....	3
Philosophy 221 .....	3
Government 229 .....	3
Accounting 214 .....	3
History 344 .....	3
	15

## SENIOR YEAR

Senior year: Government (junior-senior level), 3 hours; History, 3 hours; English, 6 hours; Sociology, 6 hours; Data Processing 225; 6 additional courses in any of the following: Sociology, History, Government, English, Economics, or Philosophy; sufficient electives to produce a minimum total of 128 hours for graduation. The candidate for graduation must have an over-all "C" average on all work attempted as well as a grade of "C" or better on each course offered for the major.

## HISTORY

### 111-112. Western Civilization (3,3).

A survey of Western Civilization to the present; gives attention to the origins of civilization and to relations between the West and non-Western areas of the world. (Every semester.)

### 221-222. American History (3,3).

A survey of United States history from the discovery of the New World to the present. (Every semester.)

### 311. Greek Civilization (3).

(Greek 311) A survey of the history of the ancient Greek culture. (Offered by the Department of Foreign Languages.)

### 312. Roman Civilization (3).

(Greek 312) A survey of the history of the ancient Latin civilization. (Offered by the Department of Foreign Languages.)

### 330, 331. American Economic History (3,3).

The evolution of the American economy is traced and analyzed in terms of developments in agriculture, commerce, transportation, finance, industry, etc., and of the economic principles involved. (330, every Fall; 331, every Spring.)

### 332. North Carolina (3).

A survey of the State's history. (Every semester.)

### 333, 334. The Far East (3,3).

The history of the Far East is traced from ancient times to the present, including the Chinese Communist Revolution. (333, every Fall; 334, every Spring.)

### 336. The United States in Recent World Affairs (3).

Relations of the United States with foreign nations, with special emphasis on the causes and consequences of wars, disarmament, the peace movements, the Monroe Doctrine, and efforts at international cooperation.

### 338. American Military History (3).

A survey is made of American military history with emphasis on the geographical, political, sociological, economic, and tactical considerations affecting each major war in American history. Successful leadership and management techniques used in past conflicts are examined for possible modern application.

### 339. Studies in Revolutions (3).

Comparative studies of several aspects of selected revolutions in the modern world. (Every Spring.)

### 342. Medieval Europe (3).

The political, economic, ecclesiastical, and cultural history of Europe is surveyed from the fall of Rome to early modern times. (Fall, even numbered years.)

### 343-344. England (3,3).

The political, economic, ecclesiastical, and intellectual history of the English is traced from earliest times to the present. (343, every Fall; 344, every Spring.)

### 350. Renaissance and Reformation (3).

The meaning of these great historical movements is examined in terms of the decline of the characteristic features of medieval civilization and the rise of modern European institutions. (Fall, even numbered years.)

### 351. Europe in the Age of the French Revolution (3).

A study of the French Revolution, its causes, and short-run and long-run results. (Spring of even-numbered years.)

### 352. Europe in the Modern World (3).

The principal European states are studied in terms of their internal development and international relations.

### 353, 354. Recent History of the United States (3,3).

Significant developments in the history of the United States since 1890 are studied in detail, with emphasis upon their political, constitutional, diplomatic, and economic aspects. The first semester's work covers the period to the New Deal.

### 355, 356. Russia and the U.S.S.R. (3,3).

Russian history is traced in terms of its principal events and developments from its beginning to the present.

### 357, 358. Social and Intellectual History of the United States (3,3).

The interaction of ideas and social practices is analyzed through the examination of thought and institutions in such fields as science, law, technology, religion, economics, philosophy, and education.

### 359, 360. American Colonial History and the American Revolution (3,3).

The development of American nationhood and institutions is traced from the founding of the English colonies to the inauguration of Thomas Jefferson.

### 403, 404. Social and Economic History of Europe (3,3).

Traces and analyzes the main currents of the social and intellectual development of European civilization.

#### **406. Life and Thought in the Old South (3).**

Social, intellectual, and economic history of the American South, 1790 to 1860.

#### **444. Ancient and Medieval Political Thought (3).**

A survey of the political thinkers who provided the ideas which became the basis for the western political tradition. The historical period from 500 B.C. to 1500 A.D. will be covered and will include such thinkers as Plato, Aristotle, St. Augustine, St. Thomas Aquinas, and Machiavelli.

#### **445. Modern European Political Thought (3).**

(Government 445). The main currents of European political thought are analyzed in terms of their historical setting and philosophical background.

#### **446. American Political Thought (3).**

(Government 446). The main currents of American political thought, from colonial beginnings to 1900, are analyzed in terms of their historical setting and philosophical background.

#### **447. Contemporary American Political Thought (3).**

(Government 447). The main currents of American political thought since 1900 are analyzed in terms of their historical setting and philosophical background. Attention is given to the pragmatists, to Henry and Brooks Adams, Reinhold Niebuhr, Eric Hoffer, William F. Buckley, Jacques Maritain, and to black thinkers. Consideration is also given to non-American influences upon American political thought since 1900.

#### **448. Twentieth Century American Foreign Policy (3).**

(Government 448). An examination of the formation and execution of American foreign policy since 1900. (Offered by the Department of Government)

#### **449, 450. The Development of the American Constitution (3,3).**

(Government 449, 450). Gives an account of the living constitution by tracing practices, customs, traditions, and

fundamental legal ideas in their historic setting as they make up the body of the American constitution today. (Offered by the Department of Government.)

#### **451. Introduction to Legal Concepts (3).**

Traces the historical development of modern concepts of law, truth, and justice.

#### **452. Legal History (3).**

Examines the historical background and development of American law.

### **GOVERNMENT**

For descriptions of courses in government, see the Government section.

### **SOCIOLOGY**

Prerequisites: See individual course descriptions below for prerequisites to specific courses.

#### **225. Principles of Sociology (3).**

In this introduction to the principles of sociology, an attempt is made to provide an understanding of culture, collective behavior, community life, and social change. Open to Freshmen. (Every Spring.)

#### **226. Social Problems (3).**

The nature and extent of social problems in contemporary life are examined in terms of causes and constructive methods of treatment and prevention. (Every Spring.)

#### **232. Social Psychology (3).**

(Psychology 332). The forms of interaction of personalities which characterize sociology are studied in terms of their effect upon the institutions and functions of society. (Offered by the Department of Education and Psychology.)

#### **334. American Society (3).**

An examination of the contemporary American society employing concepts of authority, community, status, sacred and alienation.

#### **340. The Family (3).**

Among the topics discussed are the development of the family as a social institution, the contemporary family in various cultures, and the relationship of the

family to the other institutions of American society.

#### **341. Social Change (3).**

Social change is studied in terms of its causes and its effects upon such factors as social stratification, status systems, and communications.

#### **342. The Community (3).**

Dealing with the community in both its rural and its urban form, this course considers the rural-urban differentials, the changing pattern of community life, neighborhoods, natural areas, and rural and urban problems.

#### **343. Personality in Culture (3).**

Investigates the relationships between the interlocking systems of personality and culture, i.e., how cultural traditions through the process of socialization pattern personality, cognition, perception, states of consciousness, and mental illness syndromes, and how personalities may in turn change these cultural traditions.

#### **344. Sociology of Religion (3).**

A study of the role of religion and religious institutions in society.

#### **345. Anthropology (3).**

Scientific evidence concerning the development of homo sapiens is presented. What leading thinkers are saying about man's place in the universe is surveyed.

#### **346. Criminology (3).**

A study is made of the crime problem in the United States; emphasis is given to the reduction of crime and the rehabilitation of convicts.

#### **347. Introduction to Social Theory (3).**

A critical study of sociological theories of recent writers with a view to laying the foundations for a constructive theory of modern life. Prerequisite: 9 hours of sociology.

#### **350. Social Research Techniques (3).**

It is the purpose of this course to introduce the student to methods of research used by investigators of social data. Prerequisite: 12 hours of sociology; open to majors only.

### **353. Social Structure (3).**

Undertakes to provide a frame of reference for the ordering and analysis of sociological facts.

### **358. Historical Sociology-American (3).**

(History 358). Considers the influence of Social Darwinism upon American social thought and the Development of sociology as a recognized discipline and profession in the United States.

### **359. Juvenile Delinquency (3).**

Delinquency as a form of socially deviant behavior; definition of, extent of, limitations of statistics, theories of causation, the delinquent subculture; prevention and treatment.

### **361. Introduction to Social Work (3).**

Surveys the purposes, problems, methods, and institutions of social work.

### **404. Historical Sociology-European (3).**

(History 404). Traces and analyzes the main currents of the development of social thought in modern Europe.

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## **GEOGRAPHY**

For description of courses in geography, see the Geology and Geography section.

### **DEPARTMENTAL SEMINAR (3).**

Admission is by consent of the instructor to Social Science, Sociology, and History majors who have completed at least 75 semester hours of college work, including at least 21 hours in the social sciences. The work of the seminar includes readings and discussion. Each student writes a major research paper under the personal supervision of the instructor. The topic is selected with the approval of the instructor. The course number is "499".

## **INDEPENDENT STUDY**

Independent study is any type of study conducted under the supervision of a qualified instructor but not conducted as a regularly scheduled course listed in the catalog.

Independent study will be offered on both survey and in-depth level courses,

provided that they are not on the same course and not on a course offered within a two-year period. Three hours credit will be given for each independent study course. All independent study should be initiated by the student. Students should submit a written request and receive approval before beginning an independent study. The student and faculty member will work out the format for each course and will adhere to the minimum standards set by the department. Minimum departmental standards will include the following:

- a. No student can take more than one 3-semester-hour independent study course per semester in this department; no student shall offer more than 9 total credit hours in independent study toward a major in this department.
- b. A schedule allowing for an average of nine hours of work per week (this would include time spent in meetings with the professor).
- c. A clear, written understanding between the student and professor of the objectives of the study, the procedures to be followed, the reading to be done, the written work to be done, any travel to be undertaken, and the means of evaluation.

Supervision of independent study will be on a volunteer basis for the professor. The student will be supervised by professors in the field of the professor's specialty. Each professor will only have one to three students doing independent study each semester at any given time. All independent study shall be approved by the supervising professor, the department chairman, and the Academic Dean.

## **SPEECH AND DRAMATICS**

ASSOCIATE PROFESSOR: MR. LINNEY  
ASSISTANT PROFESSOR:  
MR. REYNOLDS

A concentration in the Dramatic Arts requires a minimum of 17 hours. Required courses include Voice and Diction (113), Introduction to Theatre (131), Acting and

Directing (227), Stagecraft (228), and Theatre Techniques (230). An additional three hours will be chosen from the following: Playwriting (229), Shakespeare Survey (332), Shakespeare's Comedies and Histories (332A), Shakespeare's Tragedies and Dramatic Romances (332B), English Drama (338), Modern Drama (451). All students must also direct at least one one-act play for performance.

### **113. Voice and Diction (2).**

A basic speech production course designed for the development of a more pleasing and efficient voice. Special attention is given to individual vocal problems.

### **114. Oral Interpretation (2).**

Designed to follow Speech 113. Techniques and practice in the oral presentation of prepared works, original or from literature. Emphasis is on gaining the dramatic value from such works, as well as on improving vocal techniques.

### **117. Corrective Speech (1).**

Designed specifically for students afflicted with speech disorders (one to three hours in one semester or extended over several semesters according to need); group meetings of the class, supplemented by Clinical periods devoted to individual diagnosis and treatment.

### **131. Introduction to Theatre (3).**

A broad survey of theatre from the classical Greek literature to modern times.

### **227. Acting and Directing (3).**

An introductory course in acting and directing.

### **228. Stagecraft (3).**

A class that gives the student practical experience in staging the productions of the Campbell Players.

### **229. Play Writing (3).**

An introductory course in play writing.

### **230. Theatre Techniques (3).**

A class that emphasizes design techniques and finer details of stage productions.





## DIRECTORY

### TRUSTEES

#### Terms Expiring 1980

Mr. Allen Bailey	Charlotte, North Carolina 28202
Dr. J. Raymond Edwards, Jr.	Fuquay-Varina, North Carolina 27526
Mrs. Clayton Fulcher, Jr.	Atlantic, North Carolina 28511
Rev. Glen Holt	Fayetteville, North Carolina 28302
Mrs. W. H. Jones	Kinston, North Carolina 28501
Mr. George McLaney	Elizabethtown, North Carolina 28337
Mrs. George T. Scott	Selma, North Carolina 27576
Mr. William M. Womble	Sanford, North Carolina 27330
Mr. Henry Wyche	Whiteville, North Carolina 28472

#### Terms Expiring 1981

Mrs. Austin Ayscue	Henderson, North Carolina 27536
Mr. Robert A. Harris	Eden, North Carolina 27288
Mr. D. Earl Pardue	Burlington, North Carolina 27215
Mrs. Ruth Prince	Elizabethtown, North Carolina 28337
Dr. Tom L. Rich	Fairmont, North Carolina 28340
Mr. J. Leon Rumley	Winston-Salem, North Carolina 27101
Mr. Dan E. Stewart	Raleigh, North Carolina 27608
Mrs. J. H. Strickland	Four Oaks, North Carolina 27524
Mrs. Fred L. Taylor	Vass, North Carolina 28394

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#### Terms Expiring 1982

Mr. Boyce Allen	Bladenboro, North Carolina 28320
The Honorable Gerald Arnold	Raleigh, North Carolina
Dr. James H. Bearden	Greenville, North Carolina 27834
Mr. A. C. Greene, Sr.	Fayetteville, North Carolina 28302
Rev. William T. Mills	Hickory, North Carolina 28601
Mr. Milford Quinn	Warsaw, North Carolina 28298
Mr. Donald Sneed	Wilmington, North Carolina 28401
Mr. Robert C. Soles	Tabor City, North Carolina 28463
Mrs. Martha Sue Todd	Windsor, North Carolina 27983

#### Terms Expiring 1983

Mr. Jack Barnes	Fayetteville, North Carolina 28302
Dr. Ramsey Cammack	Burlington, North Carolina 27215
Mr. Marion L. Eakes	Greensboro, North Carolina 27407
Dr. Thomas Fleming	Tarboro, North Carolina 27886
Dr. Tom Freeman	Dunn, North Carolina 28334
Mr. Carroll Leggett	Washington, D. C. 20510
Mr. Clyde J. Rhyne	Sanford, North Carolina 27330
Mr. T. Lamar Simmons	Lillington, North Carolina 27546
Mr. Edgar A. Thomas	Lexington, North Carolina 27292

### ADMINISTRATION AND STAFF, FALL 1980

Norman A. Wiggins	President
A. R. Burkot	Vice-President and Provost Emeritus
Fred McCall	Vice-President of Administration
Lonnie D. Small	Vice-President for Business and Treasurer



Leslie Bryant Ledgerwood	Dean of the University and Director of Graduate Studies
David McGirt	Registrar
Allen J. Carter	Director of Admissions and Veterans Affairs
Robert L. King	Director of Guidance and Career Counseling
David E. Buckingham	Dean of Men
Mrs. Sue Burgess	Dean of Women
Mark Van Scriber	Director of Public Information
Frank Upchurch	Director of Alumni Affairs
G. Rodney Beals	Director of Advancement
Robert L. Clegg	Director of Religious Activities
James D. Sistrunk	Director of Library Services
Wendell Carr	Director of Athletics
Graham Evans	Director of Health Services
Kenneth Barbour	Director of Food Services
I. B. Laughrun	Director of Student Financial Aid
Robert Lane	Laundry Manager
Jim Kinard	Director of Physical Plant
Mrs. Phyllis Stephenson	Acting Director of Housing
Mrs. Eunice Stewart	Superintendent of House Keeping
Herbert H. Ennis	Director of Security and Traffic
Charles B. Howard	Director of Church Relations
Everette Williams	Director Off-Campus Studies, Fort Bragg

## Associates

Horace Barefoot	Director of Estate Planning
David R. Cooke	Director of Computer Services
William D. Carson	Assistant Treasurer
Alton W. Hardison, Jr.	Associate Registrar
Mrs. A. B. Johnson	Assistant Registrar
Todd Scarborough	Director of Service Enterprises
Mrs. Helen Sistrunk	Assistant to the Director of Library Services
Mrs. Catherine Pollari	Assistant Librarian
Mrs. Hargrove B. Davis	Head Nurse
Mrs. Betty W. Dozier	Acting Director of Personnel and Purchasing
C. A. Upchurch	Manager of College Store
Mrs. Ruth Dixon	Associate Director of Food Services
Mrs. Billie Sawyer	Associate Director of Food Services
Mrs. Ava Upchurch	Associate Director of Food Services
David Koppenhaver	Director of Sports Information
Dan Ensley	Manager of Radio Station
Anthony Scala	Admissions Counselor
Bobby Wicker	Assistant Director of Admissions
Audrey Wicker	Assistant to the Director of Admissions
Richard Dantzler	Assistant to the Director of Admissions

Winslow Carter	Assistant to the Director of Admissions
Charlie Williams	Assistant to the Director of Admissions
Mrs. Bettie Carroll	Residence Hall Counselor
Mrs. Josephine Gilliland	Residence Hall Counselor
Mr. and Mrs. Allen Schuyler	Residence Hall Counselor
Mr. Gary Clemmons	Residence Hall Counselor
Mr. Steve Medlin	Residence Hall Counselor
Mr. Gary Pyrtle	Residence Hall Counselor
Mr. and Mrs. Larry Harris	Residence Hall Counselor
Mr. and Mrs. E. J. Wilder	Residence Hall Counselor
Mr. and Mrs. Karl Knight	Residence Hall Counselor
Mr. and Mrs. Mike Johnson	Residence Hall Counselor
Mr. and Mrs. Scott Houston	Residence Hall Counselor
Mr. and Mrs. Fred Wagner	Residence Hall Counselor
Mr. and Mrs. Rick Harper	Residence Hall Counselor
Mr. and Mrs. Ricky Downing	Residence Hall Counselor
Mr. and Mrs. David Southern	Residence Hall Counselor

## SECRETARIES AND OTHER OFFICE ASSISTANTS

President's Office: Mrs. M. B. Matthews,  
Jr., Mrs. Pam Horton

Dean's Office: Mrs. Donald Keyser

Office of Admissions: Mrs. Pandora  
Collins, Mrs. David Hicks, Mrs. John  
Ryals, Mrs. O. B. Wallace

Registrar's Office: Mrs. Patricia Downing

Business Office: Mrs. Marjorie Davis, Mrs.  
Kathi Ennis, Mrs. Judy Folwell, Mrs.  
Virginia Gurkins, Mrs. Carolyn Jer-  
nigan, Mrs. Teresa Lee, Mrs. Carolyn  
Lewis, Mrs. Jackie Matthews, Mrs.  
Diane Pace, Miss Ramona Tew, Miss  
Lana Wagstaff, Mrs. Hazel Weaver,  
Mrs. Jean Whitmore, Mrs. Margie Whit-  
tington, Mrs. Rhonda Williams

Institutional Advancement Offices: Mrs.  
Hazel Byrd, Mrs. E. H. Lassiter, Jr.,  
Mrs. Donna McLamb, Mrs. Flora  
Rogers, Mrs. Milton J. Stephens, Mrs.  
Betty Sullivan

Institutional Research: Mrs. Sharon Ennis

Library: Mrs. Eva Barefoot, Mrs. Connie  
Bennett, Mrs. Greg Bruhn, Mrs. Susan  
Carvalho, Mrs. Rosalie Ferrell, Mrs.  
Connie Glass, Mrs. Sophia Gregory,  
Mrs. Paula Hinton, Mrs. Pam Jernigan,  
Mrs. Anne Kinard, Mrs. Frances Lanier,  
Mrs. Christine Matthews, Mrs. Judy  
Matthews, Miss Tracey Reardon, Mrs.  
Eula Upchurch

Student Personnel Offices: Mrs. Delores  
McLamb, Mrs. Penny Paul

Marshbanks Dining Hall: Mrs. Deloris  
Davis

Plant Maintenance: Miss Jean Gainey, Mrs.  
Joseph Gregory, Mrs. Carlton Haskins

Financial Aid Office: Mrs. Teresa Veal,  
Mrs. Bryant Ledgerwood, Mrs. Gene  
Stewart

## FACULTY

NORMAN ADRIAN WIGGINS, President  
— B.A., Wake Forest University; LL.B.,  
ibid.; LL.M., Columbia University  
School of Law; J.S.D., ibid.; Associate  
Trust Officer, Planters National Bank  
and Trust Company, Rocky Mount,  
N. C., 1952-1955; Assistant Professor  
of Law, Wake Forest University, 1956-  
1957; Associate Professor of Law, ibid.,  
1957-1962; Professor of Law, ibid.,  
1962-1967; General Counsel, ibid.,  
1964-1967; President, Campbell Uni-  
versity, 1967-

ALEXANDER ROMAN BURKOT, Provost  
Emeritus; Professor of Modern  
Languages — B.A., Dickinson; M.A.,  
University of North Carolina at Chapel  
Hill; Graduate Student, University of  
Berlin; HH.D., Elon College, 1967;  
Head of Modern Languages, Campbell  
College, 1935-1961; Dean of Men,  
ibid., 1936-1947; Dean, ibid., 1944-  
1973; Vice President, 1968-; Provost,  
1973-1979; Campbell University, 1935-

LESLIE BRYANT LEDGERWOOD, Dean  
of the University; Director of Graduate  
Studies — B.A., Baylor University; B.D.,  
Southern Baptist Theological Seminary;  
M.Ed., University of Oklahoma; Ph.D.,  
University of Oklahoma; Campbell  
University, 1973-

ROBERT L. AGNEW, Assistant Professor  
of Biology — B.A., North Texas State  
University; M.A., ibid.; Ph.D., ibid.;  
Campbell University, 1980-

MERLE ELIZABETH ALVEY, Part-time In-  
structor in English — B.A., Sam  
Houston State Teachers College; M.A.,  
The University of Mississippi; Campbell  
University, 1979-

- DEBORAH E. ANDERSON, Part-time Instructor in Chemistry — B.S., Campbell College; Campbell University, 1977-1979
- HAROLD C. BAIN, Associate Professor of Mathematics — B.A., Atlantic Christian College; M.A., George Peabody College; Graduate Student, North Carolina State University at Raleigh; Campbell University, 1957-
- L. STANFORD BEARD, Professor of Biology — B.S., Furman University; M.A., University of North Carolina at Chapel Hill; Ph.D., *ibid.*; Campbell University, 1961-
- CHRISTINE HUDSON BEASLEY, Associate Professor of Business Education — B.S., East Carolina University; M.A., *ibid.*; Campbell University, 1969-
- TROY C. BENNETT, Part-time Instructor in Religion and Missionary in Residence — B.A., Wake Forest University; B.D., Southeastern Theological Seminary; Campbell University, 1979-1980
- NORMAN GLENN BLACKBURN, Instructor in Military Science — B.A., University of North Carolina at Chapel Hill; M.S., Southern Illinois University; Campbell University, 1977-1979
- SUE TEACHEY BOWDEN, instructor in Natural Sciences — B.A., Meredith College; M.A.T., University of North Carolina at Chapel Hill; Ph.D., *ibid.*; Campbell University, 1977-
- MILLARD R. BROWN, Professor of Sociology — B.A., Wake Forest University; B.D., Colgate-Rochester Divinity School; A.M., Duke University; Th.M., Southern Baptist Theological Seminary; Ph.D., *ibid.*; Graduate Student, Columbia University, University of Tennessee, North Carolina State University at Raleigh; Campbell University, 1962-1980
- CAROLYN E. BUNTING, Assistant Professor of Education — B.A., University of North Carolina at Greensboro; M.Ed., Duke University; D.Ed., *ibid.*; Campbell University, 1977-
- ANDREW BUTTON, Assistant Professor of Geology — B.S., University of the Witwatersrand; M.S., *ibid.*; Ph.D., *ibid.*; Campbell University, 1977-1979
- GASTON EVON CALVERT, Associate Professor of Education — B.S., Jacksonville State University; M.A., University of Alabama; Ed.D., *ibid.*; Campbell University, 1970-
- ALTON G. CAMPBELL, JR., Instructor in Chemistry — B.S., University of North Carolina at Chapel Hill; M.S., Duke University; Campbell University, 1978-1980
- WENDELL L. CARR, Associate Professor of Health and Physical Education — B.S., Wake Forest University; M.A., East Carolina University; Graduate Student, Indiana University; Campbell University 1974-
- LESLIE MORRIS CARTER, Part-time Instructor in Physical Education — B.S., University of Georgia; Campbell University, 1977-1979
- DORIS MARY CHRISTIAN; Associate Professor of English — B.A., (with honors), St. Hugh's College, University of Oxford; B. Litt., *ibid.*; M.A., *ibid.*; Campbell University 1962-
- BETTY JO CLARY, Associate Professor of Physical Education — B.S., Western Carolina University; M.Ed., University of North Carolina at Greensboro; Campbell University 1976-
- MICHAEL GLENN COGDILL, Assistant Professor of Religion — B.A., Mars Hill College; M. Div., Southeastern Baptist Theological Seminary; D. Min., *ibid.*; Campbell University, 1978-
- DAVID R. COOKE, Part-time Instructor in Data Processing — B.A., Tufts University; M.C.S., Rollins College; Campbell University, Spring 1980-
- DYWANE D. CUDE, Professor of Military Science — B.A., Texas Christian University; M.A., Ball State University; Campbell University, 1976-1979
- WAYNE A. CUNNINGHAM, Assistant Professor of Physical Education — A.B., Duke University; M.Ed., Temple University; Campbell University, 1977-1979
- HARGROVE B. DAVIS, Instructor in Physical Education — A.A., Campbell College; B.S., *ibid.*; Campbell University, 1947-(deceased November 16, 1979).
- GUENTHER DIETZ, Assistant Professor of Physical Education — B.S., Tennessee Technological University; M.A., *ibid.*; Campbell University, 1979-
- DANIEL P. DUHAN, Assistant Professor of Military Science — B.E.E., University of Detroit; Graduate Study, State University of New York at Buffalo; Campbell University, 1976-1979
- CRONJE B. EARP, Visiting Professor of Classical Languages — A.B., Wake Forest University; M.A., Columbia University; Ph.D., *ibid.*; Campbell University, 1971-
- LEFLETT TEED EASLEY, JR., Assistant Professor of Social Sciences — B.A., Newberry College; M.Ed., University of North Carolina at Chapel Hill; Graduate Student, *ibid.*; Campbell University, 1959-
- CLYDE C. EDGERTON, Assistant Professor of Education — A.B., University of North Carolina at Chapel Hill; M.A.T., *ibid.*; Ph.D., *ibid.*; Campbell University, 1977

SUSAN K. EDGERTON, Part-time Instructor in English — B.A., Agnes Scott College; M.A.T., University of North Carolina at Chapel Hill; Campbell University, 1977-Spring 1980

GORDON EDWARDS, Associate Professor of Health and Physical Education — B.S., State University of New York at Cortland; M.S., *ibid.*; Ed.D., University of New Mexico; Campbell University, 1976-1979

MICKEY WARD EDWARDS, Part-time Instructor in Physical Education — A.A.S., Carteret Technical College; B.S., Campbell College; Campbell University, 1979-1980

CENIETH CATHERINE ELMORE, Associate Professor of Music — B.M., University of North Carolina at Greensboro; M.M., University of North Carolina at Chapel Hill; M.A., *ibid.*; Ph.D., *ibid.*; Campbell University, 1963-

STEVEN HOWARD EVERHART, Instructor in Biology — B.S., University of North Carolina at Wilmington; M.S., North Carolina State University at Raleigh; Campbell University, 1980-

ROBERT J. FAIR, Part-time Instructor in Business — A.B., Ohio Northern University; M.S., Chicago State University; Campbell University, 1978-1979

DAVID HAROLD FAIRRIIS, Part-time Instructor in Business — B.A., Washington University; M.A., Duke University; Campbell University, 1979-

ROBERT MAURICE FISHER, Part-time Instructor in Business — B.A., Duke University; M.A., *ibid.*; Graduate Student, *ibid.*; Campbell University, 1978-1979

CONREY D. FLOWERS, Part-time Instructor in Data Processing — B.S., Campbell College; Campbell University, 1972-1975, 1976-1979

T. HAROLD FOLWELL, Associate Professor of Business Administration — B.A., Guilford College; M.A., Duke University; Campbell University, 1963-

JOHN ALBERT FREEMAN, Part-time Professor of Psychology — B.A., Ouachita College; Th.M., Southern Baptist Theological Seminary; M.A., Oklahoma State University; Ed.D., *ibid.*; Campbell University, 1965-

ROBERT L. FREEMAN, Part-time Instructor in Business — B.S., Virginia Polytechnical Institute and State University; M.Acct., *ibid.*; Campbell University, 1979-

DAVID B. FUNDERBURK, Associate Professor of History (SDIP Coordinator, Fall 1979) — B.A., Wake Forest University; M.A., *ibid.*; Ph.D., University of South Carolina; Campbell University, 1978-

HAROLD WILLIAMS FUNDERBURK, JR., Associate Professor of English — A.B., Davidson College; Ph.D., University of South Carolina; Campbell University, 1978-

CHARLES MARTIN GARREN, Assistant Professor of Education — B.A., Duke University; M.A., University of North Carolina at Chapel Hill; Campbell University, 1978-

W. CONARD GASS, Professor of Social Sciences — A.B., Carson-Newman College; Th.B., Southern Baptist Theological Seminary; A.M., University of Louisville; Ed.D., Duke University; Campbell University, 1954-

ROBERT M. GAYLOR, Instructor in Geology — A.B., University of North Carolina at Chapel Hill; M.S., North Carolina State University at Raleigh; Campbell University, Spring, 1979-

JOSEPH S. GORDON, Part-time Assistant Professor of Social Sciences — B.A., Bowdoin College; M.A., University of Maine; Ph.D., Duke University; Campbell University, 1977-1978

VIRGINIA B. GRAHAM, Part-time Professor of English — B.A., University of Cincinnati; M.A., *ibid.*; Ph.D., *ibid.*; Campbell University, (Full-time 1959-1980) 1980-

MARIE WHITFORD GRAY, Associate Professor of Education — B.S., East Carolina University; M.A., *ibid.*; Graduate Student, University of North Carolina at Chapel Hill; Campbell University, 1964-

BETSY L. HAMLET, Director of Basic Study Skills and Instructor in Basic English — B.A., University of Montevallo; M.A., University of Arkansas; Campbell University, Spring 1980-

BRUCE W. HARVEY, Instructor in Geology — B.S., North Carolina State University; M.S., *ibid.*; Campbell University, 1976-

JANET RUTH HATLEY, Instructor in Biology — B.A., University of North Carolina at Chapel Hill; Graduate Student, *ibid.*; Campbell University, 1977-1979

ANNA J. WOOTEN HAWKINS, Assistant Professor of English — B.A., University of North Carolina at Greensboro; M.A., Hollins College; M.F.A., University of North Carolina at Greensboro, Campbell University, 1975-1980

- JAMES G. HENDERSON, Part-time Instructor in English — A.B., Gettysburg College; M.A., Columbia University; Ph.D., Duke University; Campbell University, 1979-
- JAMES D. HOLLAND, Instructor in Military Science — Campbell University, Spring, 1979-
- MARK HOLLINGSWORTH, Instructor in Music — B.M., University of the Pacific; M.M., University of Wisconsin-Madison; Campbell University, 1980-
- ROBERT C. HOPE, Professor of Geology — B.S., Duke University; M.S., North Carolina State University at Raleigh; Graduate Student, Louisiana State University; (on leave of absence Fall semester 1973); Ph.D., University of South Carolina; Campbell University, 1964-
- SUSAN BURNETT HORTON, Associate Professor of Music — B.Mus., Westminster Choir College; M.Mus., ibid.; Campbell University, 1955-
- LOUIS S. HOVIS, Professor of Natural Science and Physics — B.S., North Carolina State University at Raleigh; M.S., ibid.; Ph.D., University of Tennessee; Campbell University, 1968-
- KOLEEN HAIRE HUGGINS, Part-time Assistant Professor of History — B.A., Duke University; M.A., ibid.; Ph.D., ibid.; Campbell University, 1967-1969, 1971-1972, 1977-
- JACKIE WOMBLE JENKINS, Assistant Professor of Education — A.S., Mississippi Gulf Coast Junior College; B.S., University of Southern Mississippi; M.S., ibid.; Ed.D., Duke University; Campbell University, 1977-1979
- RONALD BRADFORD JENKINS, Assistant Professor of English — B.A., Wake Forest University; M.A., North Carolina State University; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1976-1979
- LEON STACY JERNIGAN, JR., Instructor in Biology — B.S., Campbell College; M.S., North Carolina State University at Raleigh; Campbell University, 1977-1978
- LINDA LEE JONES, Assistant Professor of Education — B.S., University of Chattanooga; M.Ed., University of North Carolina at Chapel Hill; Ph.D., ibid., Campbell University, 1976-1979
- JAMES M. JUNG, Professor of Chemistry — B.S., Davidson College; M.Ed., University of North Carolina at Chapel Hill; Ph.D., ibid.; Campbell University, 1962-
- ALMA SAMS KENNEDY, Part-time Professor of English — B.A., Eastern Kentucky State College; M.A., Duke University; Campbell University, (Full-time 1955-1978; Part-time 1978-1980).
- DONALD KEYSER, Howard Professor of Religion — B.A., Wake Forest University; B.D., Southern Baptist Theological Seminary; Ph.D., ibid., Campbell University, 1959-
- CATHERINE CAMPBELL KING, Associate Professor of Home Economics — B.A., Meredith College; M.S., University of North Carolina at Greensboro; Campbell University, 1952-1956, 1961-
- ROBB TYSON KOETHER, Instructor in Mathematics — B.S., University of Richmond; M.A., University of Oklahoma; Ph.D., ibid.; Campbell University, 1977-
- CALVIN L. KOONCE, JR., Part-time Instructor in Physical Education — B.S., Campbell College; Campbell University, 1979-
- JULIUS LARRY KOPEC, Assistant Professor of Military Science — B.A., West Virginia University; Campbell University, 1978-
- PERRY O. LANGSTON, Professor of Religious Education — B.S., Clemson College; M.R.E., Southwestern Baptist Theological Seminary; D.R.E., ibid.; Graduate Study, University of Michigan; Campbell University, 1950-
- HARRY E. LARCHE, Professor of Health and Physical Education — B.S.E., Arkansas State University; M.S.Ed., University of Mississippi; P.E.D., Indiana University; Campbell University, 1975-
- MELINDA S. LASSITER, Instructor in Home Economics — B.S., East Carolina University; M.S., ibid.; Campbell University, 1976-
- DANIEL A. LINNEY, Associate Professor of Speech and Dramatics — B.A., University of North Carolina at Chapel Hill; M.A., ibid.; Campbell University, 1959-
- FRANCES LYNCH LLOYD, Assistant Professor of Health and Physical Education — A.A., Campbell College; B.S., University of North Carolina at Greensboro; M.A.T., University of North Carolina at Chapel Hill; Campbell University, 1955-
- GLORIA FLAKE LOCKERMAN, Assistant Professor of Business — B.B.A., Wake Forest University; Campbell University, 1965-1967, 1977-



PEARLE K. McCALL, Assistant Professor of Biology — B.S., Lenoir Rhyne College; M.Ed., University of North Carolina at Chapel Hill; Campbell University, 1961-

LAMAR K. McCARRELL, Associate Professor of Music — B.A.M., Furman University; M.M.E., Florida State University; Ph.D., *ibid.*; Campbell University, 1970-1980

DEAN M. MARTIN, Assistant Professor of Religion — B.A., William Jewell College; B.D., Yale University Divinity School; Ph.D., Baylor University; Campbell University, 1974-

BENJAMIN J. MATTHEWS, Instructor in Education — B.A., University of North Carolina at Chapel Hill; M.Ed., University of North Carolina at Greensboro; Campbell University, 1980-

LOYD D. MELTON, Assistant Professor of Religion — B.A., Presbyterian College; M.Div., Erskine Theological Seminary; Candidate Ph.D., Southern Baptist Theological Seminary; Campbell University, 1978-1979

CLIFFORD R. MILLER, Visiting Professor of Trust Education — B.S., North Central College; Investment Major Diploma, Stonier Graduate School of Banking, Rutgers University; M.B.A., Michigan State University; Fellow of the Financial Analysts Federation and North Carolina Society of Financial Analysts; Senior V.P. and Trust Officer and Director, City Bank and Trust Company, Jackson, Michigan; Campbell University, January, 1971-

DEAN A. MINIX, Instructor in Government — B.A., Georgetown College; M.A., University of Cincinnati; Graduate Student, *ibid.*; Campbell University, 1977-

RALPH W. MONTGOMERY, Associate Professor of Music — B.M., Eastman School of Music; M.M., North Texas State University; Campbell University, 1972-

ANNE T. MOORE, Professor of History — B.A., Westhampton College; M.A., University of North Carolina at Chapel Hill; Ph.D., *ibid.*; (on leave of absence 1967-1968); Campbell University, 1962-

TERRENCE L. MORRONE (MASTER SERGEANT), Instructor in Military Science — B.A., Campbell College; Campbell University, 1973-1979

EDITH C. MULKEY, Associate Professor of Business Education — B.A., Piedmont College; M.A., George Peabody College; Graduate Student, Bowling Green Business University; Campbell University, 1962-

MARTHA S. MURRAY, Instructor in Education — B.A., University of North Carolina at Wilmington; M.A., East Carolina University; Ed.D., North Carolina State University at Raleigh; Campbell University, 1978-1980

ELIJAH L. NELSON, Associate Professor of Natural Sciences — B.S., East Carolina University; M.A., *ibid.*; Graduate Student, University of Colorado; (On leave of absence, 1962-1963); D.Ed., University of Sarasota; Campbell University, 1956-

LAWRENCE R. NICHOLSON, Assistant Professor of Psychology — B.S., Wofford College; M.S., North Carolina State University at Raleigh; Graduate Student, *ibid.*; Campbell University, 1968-

WARREN V. NOBLE, Associate Professor of Education — A.B., New York State College for Teachers; M.A., *ibid.*; Ed.D., Teachers College, Columbia University; Campbell University, 1977-

GARY NORTH, Part-time Burrows T. Lundy Visiting Professor of the Philosophy of Business — Ph.D., University of California; Campbell University, Fall Semester, 1979.

DWIGHT LAMAR NORWOOD, Assistant Professor of Mathematics — B.S., Wake Forest University; M.A., Appalachian State University; Ph.D., University of Arkansas; Campbell University, 1973-

TIMOTHY G. O'ROURKE, Assistant Professor of Government — B.A., University of Pittsburgh; M.A., Duke University; Graduate Student, *ibid.*; Campbell University, 1974-1978

MARCELINE L. PARKER, Assistant Professor of Education — B.A., East Carolina University; M.A., *ibid.*; Campbell University, 1962-1980

DONALD PENNY, Instructor in Religion — B.A., Campbell College; M.Div., Southeastern Seminary; Ph.D., Emory University; Campbell University, Spring, 1980-

ROBERT L. PERKINS, Associate Professor of Geology — B.S., West Virginia University; M.S., *ibid.*; Ph.D., *ibid.*; Campbell University, 1965-

MAX R. PETERSON, JR., Associate Professor of Chemistry — B.S., Campbell College; Ph.D., North Carolina State University at Raleigh; Campbell University, 1970-

WILLIAM H. PETERSON, Burrows T. Lundy Professor of the Philosophy of Business — B.S., New York University; M.S., Columbia University; Ph.D., New York University; Campbell University, 1976-Spring, 1979

- DONALD E. PHELPS, Associate Professor of Modern Languages — B.S., Wake Forest University; Graduate Student, East Carolina University; M.A., University of North Carolina at Chapel Hill; Campbell University, 1957-
- WILLIAM ROY PHELPS, Associate Professor of Spanish — B.S., East Carolina University; M.A., *ibid.*; Graduate Study, Appalachian State Teachers College, University of Arizona, University of North Carolina at Chapel Hill; D.Ed., University of Sarasota; Campbell University, 1968-
- ROBERT NEIL PIPER, Associate Professor of Music — B.S., University of Illinois; M.S., *ibid.*; Ed.D., *ibid.*; Campbell University, 1968-
- RUDOLPH A. PITCHER, Professor of Military Science — B.S., Cornell University; M.A., City University of New York; Campbell University, 1979-
- ELMER L. PURYEAR, Barden Professor of Government — A.A., Campbell College; B.A., Wake Forest University; M.A., University of North Carolina at Chapel Hill; Ph.D., *ibid.*; Campbell University, 1971-
- WILLIAM CRAIG RABB, JR., Assistant Professor of Art — B.A., University of Mississippi; M.A.E., University of Georgia; Graduate Student, Ohio State University, University of Georgia; Campbell University, 1975-
- DOUGLAS E. REINHARDT, Assistant Professor of Sociology — A.B., Wake Forest University; M.A., *ibid.*; Graduate Student, University of North Carolina at Chapel Hill; Campbell University, 1972-
- DAVID D. REYNOLDS, Assistant Professor of Speech and Drama — B.S., East Tennessee State University; M.F.A., University of North Carolina at Greensboro; Campbell University, 1976-
- THOMAS C. RICHARDSON, Assistant Professor of English — A.B., Davidson College; Graduate Study, Trinity College, University of Edinburgh; M.Ed., Duke University; Graduate Student, *ibid.*; Campbell University, 1977-
- JACK RILEY, Part-time Professor of Journalism — A.B., University of North Carolina at Chapel Hill; Campbell University, 1978-
- DANNY LEE ROBERTS, Associate Professor of Health and Physical Education — B.S., Pfeiffer College; M.Ed., University of North Carolina at Chapel Hill; Campbell University, 1963-
- GEORGE C. ROBERTSON, Assistant Professor of Biology — B.S., University of Maryland; M.S., North Carolina State University; Ph.D., *ibid.*; Campbell University, 1976-1980
- JEAN ADAIR ROBERTSON, Instructor in Basic Mathematics Study Skills — B.S., Pembroke State University; M.S., North Carolina State University at Raleigh; Campbell University, Spring, 1980-
- THOMAS GORDON ROSE, Burrows T. Lundy Professor of the Philosophy of Business — B.A., Washington University; M.A., University of Tennessee; Campbell University, Spring 1979.
- RONNIE LEE ROSS, Instructor in Data Processing — B.B.A., Campbell University; Campbell University, June, 1980-
- IRIS GRAY SCARBOROUGH, Associate Professor of Music—A.B., Meredith College; M.A., George Peabody College; Campbell University, 1969-
- ALLEN E. SCHILPP, Visiting Professor of Trust Education — A.B., Haverford College; LL.B., University of Maryland; Senior Vice-President, Booke and Company; Campbell University, 1974-
- ELIZABETH B. SCHILPP, Part-time Instructor in English — A.B., Goucher College; Campbell University, 1979-
- DONALD N. SCHROEDER, Assistant Professor of Government — B.A., University of Illinois; Ph.D., Duke University; Campbell University, 1978-
- MABELLE M. SEGREST, Part-time Instructor in English — B.A., Huntingdon College; M.A., Duke University; Graduate Student, *ibid.*; Campbell University, 1976-
- CARL SAYLES SHABICA, Part-time Instructor in Business — A.A., Valley Forge Military Junior College; B.A., Hanover College; J.D., North Carolina Central; LL.M., University of Missouri; Graduate Studies, North Carolina Bar Foundation, North Carolina Academy of Trial Lawyers; Campbell University, 1977-
- IKE SHERLOCK, Assistant Professor of Health and Physical Education — B.A., University of Northern Colorado; M.A., East Carolina University; Campbell University, 1976-1978
- JEFFREY DALE SHATTERLY, Part-time Instructor in Chemistry Laboratory — B.S., Campbell College; Campbell University, Fall, 1979.
- MARY BATES SHERWOOD, Assistant Professor of Social Studies — B.A., University of North Carolina at Chapel Hill; M.Ed., *ibid.*; Graduate student, *ibid.*; Duke University, North Carolina State College at Raleigh; Campbell University, 1967-

ELLEN SIKES, Associate Professor of Business Education — B.A., Limestone College; Graduate Student, Appalachian State University, Lenoir Rhyne College; M.S., University of North Carolina at Greensboro; Campbell University, 1966-

JAMES DUDLEY SISTRUNK, Professor of Library Science — B.A., Baylor University; B.D., Southwestern Baptist Theological Seminary; M.Div., *ibid.*; B.S. in Library Science, North Texas State University; Graduate Student, University of North Carolina at Chapel Hill, Baylor University; Campbell University, 1964-

NORMAN EARL SMITH, Instructor in Physical Education — B.A., East Carolina University; M.A., *ibid.*; Campbell University, 1946-1953, Spring 1980.

P. J. SMITH, Instructor in Physical Education — B.A., North Carolina State University at Raleigh; M.A.T., University of North Carolina at Chapel Hill; Campbell University, 1978-

WILLIAM GERALD SMITH, Assistant Professor of Physical Education — B.S., Campbell University; M.A., East Carolina University; Campbell University, 1980-

ROBERT F. SOOTS, JR., Associate Professor of Biology — B.S., North Carolina State University at Raleigh; M.S., *ibid.*; Ph.D., *ibid.* (on leave of absence 1971-1972; spring semester 1978); Campbell University, 1965-1980

ELEANOR J. SORVARI, Part-time Assistant Professor of Business — A.A., Monroe Community College; B.S., University of Rochester; M.S., *ibid.*; Campbell University, 1979-

DAVID M. STEEGAR, Assistant Professor of Foreign Language — B.A., Miami University of Ohio; M.A., Ohio State University; Ph.D., University of Toronto; Campbell University, 1978-

DOROTHEA L. STEWART, Associate Professor of English — B.A., University of North Carolina at Greensboro; M.A., East Carolina University; Campbell University, 1960-

WILLIAM C. STONE, Associate Professor of Music — B.M., Eastman School of Music, University of Rochester; M.M., *ibid.*; Graduate Student, Northwestern University; Campbell University, 1961-

WILLIAM C. STRANGE, Visiting Professor of Trust Education — LL.B., George Washington University School of Law; LL.M., M.P.L., *ibid.*; B.C.S., Benjamin Franklin School of Accountancy; Member of North Carolina State Bar; admitted to practice before United States Supreme Court; Campbell University, January, 1971-

O. THEO STRUM, Professor of Education — A.B., Elon College; M.Ed., University of North Carolina at Greensboro; Ph.D., University of North Carolina at Chapel Hill; Campbell University, 1976-

VERNON O. STUMPF, Professor of History — A.A., Los Angeles Junior College; B.A., (Cum Laude), University of Southern California; M.A., *ibid.*; Ph.D., Duke University, Campbell University, 1966-

KATHLEEN LEE TART, Part-time Instructor in Physical Education — B.A., Appalachian State University; M.F.A., University of North Carolina at Greensboro; Campbell University, 1979-

GARY A. TAYLOR, Assistant Professor of Psychology — B.A., Oklahoma Baptist University; M.S. Oklahoma University; Graduate Student, North Carolina State University at Raleigh; Campbell University, 1968-

JERRY DUNCAN TAYLOR, Associate Professor of Mathematics — B.A., Arkansas State Teachers College; M.S. University of Arkansas; Ph.D., Florida State University; (on leave of absence Fall Semester 1963, 1966-1969); Campbell University, 1961-

WILLIAM H. TAYLOR, Instructor in Military Science — B.S., The Citadel; Campbell University, 1979-

GLENN R. THATCHER (SERGEANT MAJOR), Instructor in Military Science and Physical Education — Campbell University, 1975-

WAYNE W. THOMAS, Assistant Professor of Mathematics — B.S., North Carolina State University at Raleigh; M.S., *ibid.*; Campbell University, 1959-1964, 1966-

JANIS KEEN TODD, Assistant Professor of Mathematics — B.S., East Carolina University; M.A.Ed., *ibid.*; (on leave of absence fall semester 1978); Campbell University, 1966-

BRANT TOLSMAN, Assistant Professor of Physical Education — B.S., Newark College of Engineering; M.S., University of Michigan; Ph.D., Indiana University; Campbell University, 1979-

RICHARD J. TREHARNE, Instructor in Military Science — B.S., Iowa State University; Campbell University, 1979

CHARLES B. TORRES, Assistant Professor of Military Science — B.A., Stetson University; Campbell University, 1976-1979

- LEONORE DOROMAL TUCK, Associate Professor of Home Economics — B.S.E., Radford College; M.S., University of Tennessee; Graduate Student, Cornell University, Virginia Polytechnic Institute; M.P.H., University of North Carolina at Chapel Hill; (on leave of absence 1966-1967); Campbell University, 1955-
- WILLIAM P. TUCK, Assistant Professor of History — B.A., Duke University; M.A., *ibid.*; (on leave of absence 1965-1967); Graduate Student, University of North Carolina at Chapel Hill; Campbell University, 1958-
- RUFUS BENTON TURNER, Professor of Education — B.S., North Carolina State University at Raleigh; M.A., *ibid.*; Graduate Student, East Carolina University; Ed.D., Duke University; Campbell University, 1966-
- BAYRED O. VERMILLION, Associate Professor of Business — B.S., Southwest Missouri State College; M.A., George Washington University; Graduate Student, William and Mary, Boston University; Campbell University, 1966-
- BEATRICE JOHNSTON WALLACE, Part-time Instructor in Music — B.S., University of North Carolina at Greensboro; Campbell University, 1977-1978
- JERRY MCCLAIN WALLACE, Tyner Professor of Religion — B.A., East Carolina University; B.D., Southeastern Baptist Theological Seminary; Th.M., *ibid.*; M.S., North Carolina State University at Raleigh; Ed.D., *ibid.*; Campbell University, 1970-
- WANDA 'EVON WATKINS, Instructor in Health and Physical Activity Courses — B.S., Campbell University; M.Ed., *ibid.*; Campbell University, 1980-
- EUGENE WAYLAND, Part-time Instructor in Data Processing — Fall and Spring 1979-1980
- STEPHEN H. WESTBROOK, Instructor in Geology — B.S., North Carolina State University; M.S., *ibid.*; Campbell University, 1976-
- SAMUEL FLOYD WHITE, Instructor in Health and Physical Education — B.S., High Point College; M.Ed., University of North Carolina at Chapel Hill; Campbell University, 1975-1979
- MARY PARR WHITESIDES, Part-time Instructor in English — A.B., Erskine College; M.A., University of South Carolina; Graduate Student, *ibid.*; Campbell University, 1977-
- DOROTHY COLEMAN RAMOS WHITLEY, Associate Professor of English — A.A., Campbell College; B.A., (with honors), University of North Carolina at Chapel Hill; M.A., *ibid.*; (on leave of absence 1969-1970); Campbell University, 1962-
- EUGENE JOHNSON WILDER, Instructor in Physical Education — A.S., Southwood Junior College; B.A., Methodist College; Campbell University, 1977-
- FRED E. WILLIAMS, Assistant Professor of Business and Acting Burrows T. Lundy Professor of the Philosophy of Business, Spring, 1980 — B.S., North Carolina State University at Raleigh; M.Econ., *ibid.*; Graduate Student, *ibid.*; Campbell University, Spring, 1979-
- JAMES WILLIAM WILSON, Associate Professor of Foreign Languages — B.A., Geneva College; M.A., University of North Carolina at Chapel Hill; Graduate Student, Vanderbilt University; Campbell University, 1977-
- BRENDA B. WINDHAM, Instructor in Music — B.M.E., Central Methodist College; M.M., New England Conservatory; Campbell University, 1977-1979
- MARSHALL WOODALL, Part-time Instructor in Law — B.S., University of North Carolina at Chapel Hill; LL.B., *ibid.*; Campbell University, 1966-
- JIEHJOU JOE WU, Associate Professor of Business — B.S., National Taiwan University; M.A., University of Rochester; Ph.D., Southern Methodist University; Campbell University, 1977-
- CHARLES G. YARBROUGH, Associate Professor of Biology — B.S., Wake Forest University; M.A., *ibid.*; Ph.D., University of Florida; Campbell University, 1966-1967, 1970-1980
- PAUL M. YODER, Professor of Music — B.A., Goshen College; M.Mus., University of Wichita; Ph.D., Florida State University; Campbell University, 1961-

## TUNKU ABDUL RAHMAN COLLEGE

### School of Arts and Science Faculty 1979-80

- DR. NG LAY SWEE, Head of School of Arts and Science — B.Sc. 1963, Nanyang University, Singapore; Ph.D. 1968, McGill University, Canada; Campbell University, 1979-
- DR. LIM HENG WAN, Principal Lecturer (Biology) — B.Sc. 1965, University of Malaya; Ph.D. 1969, University of Malaya; Campbell University, 1979-
- DR. YAP SUE PIN, Principal Lecturer (Physics) — B.Sc. 1961, Nanyang University, Singapore; M.Sc. 1969, Waseda University, Japan; Ph.D. 1972, *ibid.*; Campbell University, 1979-

- DR. TAN HAN WAN, Principal Lecturer (Chemistry) — B.Sc. 1964, Nanyang University, Singapore; M.Sc. 1968, University of Minnesota, U.S.A. Ph.D. 1971, *ibid.*; Campbell University, 1979-
- DR. ONG HOCK, Senior Lecturer (Mathematics) — B.Sc. 1966, Nanyang University, Singapore; M.Sc. 1969, University of Auckland, New Zealand; Ph.D. 1973, University of Toronto, Canada; Campbell University, 1979-
- DR. LEE TACK WANG, Senior Lecturer — M.A. 1968, Lancaster University, England; Ph.D. 1970, *ibid.*; Campbell University, 1979-
- DR. CHENG SU CHIAU, Senior Lecturer — B.Sc. 1963, Nanyang University, Singapore; M.Sc. 1965, University of Alberta, Canada; Ph.D. 1969, McGill University, Canada; Campbell University, 1979-
- DR. CHIN TING YUN, Senior Lecturer — B.Sc. 1961, Nanyang University, Singapore; M.Sc. 1964, University of Illinois, U.S.A.; Ph.D. 1970, *ibid.*; Campbell University, 1979-
- DR. SOON TING KUEH, Senior Lecturer — B.Sc. 1972, University of Malaya; Ph.D. 1975, *ibid.*; Campbell University, 1979-
- DR. LEE GUAT LEAN, Senior Lecturer — B.Sc. 1969, University of Malaya; Ph.D. 1974, University of Georgia, U.S.A.; Campbell University, 1979-
- DR. TAN SOON TECK, Lecturer — B.Sc. 1965, University of Malaya; M.Sc. 1968, Southern Illinois University, U.S.A.; Ph.D. 1978, *ibid.*; Campbell University, 1979-
- MRS. LEE SIOK WAN, Lecturer — B.Sc. 1970, University of Malaya; M.Sc. 1972, McMaster University, Canada; 1973, Completed one year of research for Ph.D.; Campbell University, 1979-
- DR. HONG NYI SENG, Lecturer — B.Sc. 1971, National Cheng Kung University, Taiwan; M.Sc. 1973, Imperial College, London; Ph.D. 1977, *ibid.*; Campbell University, 1979-

- DR. NG AH CHIN, Lecturer — B.Sc. 1972, University of Canterbury, New Zealand; Ph.D. 1976, University of Auckland, New Zealand; Campbell University, 1979-
- DR. TANG HAI CHIANG, Lecturer — B.Sc. 1969, Nanyang University, Singapore; M.Sc. 1971, University of Waterloo, Canada; Ph.D. 1975, *ibid.*; Campbell University, 1979-
- DR. NG KOK CHIN, Lecturer — B.Sc. 1974, University of Canterbury, New Zealand; Ph.D. 1968, *ibid.*; Campbell University, 1979-
- DR. NG POH HUA, Lecturer — B.A. 1972, Dartmouth College, U.S.A.; M.Sc. 1975, University of Maryland, U.S.A.; Ph.D. 1969, University of Maryland, U.S.A.; Campbell University, 1979-

## External Examiners

### May, 1980

- DR. DWIGHT LAMAR NORWOOD, Assistant Professor of Mathematics, Chairman (Mathematics) — B.S., Wake Forest University; M.A., Appalachian State University; Ph.D., University of Arkansas; Campbell University, 1973-
- PROFESSOR DOUGLAS W. GRANT, Head of School of Physical Science, Ulster Polytechnic (Chemistry) — 1950, University College, Dundee; 1951, Yale University, New Haven, Connecticut, U.S.A.; 1954, University of Leeds; Campbell University, 1979-
- PROFESSOR JAMES ALEXANDER MAGOWEN, Dean of the Faculty of Science, Ulster Polytechnic (Physics) — B.Sc., London; M.Sc., Queen's University, Belfast; Ph.D., *ibid.*; Campbell University, 1979-
- DR. S. M. BROWN, External Examiner (Biology) — Campbell University, 1979-
- DEREK SYDNEY BIRLEY, Rector, Ulster Polytechnic — Campbell University, 1979-

## FACULTY EMERITI

- J. DELMER ASHWORTH, B.A., B.J., M.A.  
English, 1962-1971
- MURIEL MARTIN BAGBY, B.A., M.A.  
Latin, 1952-1971
- ELIZABETH BRITTON, B.A., M.A.T.  
Chemistry, 1955-1976, Fall 1977
- MILLARD R. BROWN, B.A., B.D., A.M., Th.M., Ph.D.  
Sociology, 1962-1980
- EDWARD DUVAL, B.A., LL.B., M.A.T.  
Mathematics, 1963-1971
- NANCY ELIASON, B.A., M.A.  
Botany, 1959-1971
- ALBERT CLARKE GASKILL, B.S., C.P.A.  
Business, 1965-1977
- VIRGINIA B. GRAHAM, B.A., M.A., Ph.D.  
English, 1959-1980
- W. S. HORTON, B.S., M.A.  
Education, 1969-1975
- CHARLES BARRETT HOWARD, B.A., D.D.  
Bible, 1938-1959
- ALMA SAMS KENNEDY, B.A., M.A.  
English, 1955-1978
- CHARLES E. LANDON, B.A., M.A., Ph.D.  
Business, 1965-1977
- BESSIE CAMPBELL LYNCH, B.M.  
Music, 1916-1928, 1934-1965
- HAZEL MATTHEWS, B.A., M.A.T.  
Biology, 1965-1977
- MARCELINE L. PARKER, B.A., M.A.  
Education, 1962-1980
- MABEL POWELL, B.A., M.A.  
English, 1924-1967
- INEZ G. SADLER, B.A.  
Business, 1955-1967; Director of Placement, 1964-1970
- WILLARD S. SWIERS, B.E., M.A., D.Ed.  
Education, 1967-1976



MYRTLE FULLER TILLMAN, A.B.,  
B.M.T.  
Art, 1953-1958, 1962-1967

AMANDA MARTIN TURLINGTON,  
B.A., M.S.  
Home Economics, 1936-1952

FRANK E. WEYER, B.A., M.A., Ph.D.  
Education, 1961-1971

## DEPARTMENT CHAIRMEN

Biology .....	Dr. Robert L. Agnew
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English .....	Dr. Harold Williams
	Funderburk, Jr.
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Geology .....	Dr. Robert C. Hope
Government .....	Dr. Elmer L. Puryear
Home Economics .....	Mrs. Leonore D. Tuck
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Music, Art and Drama .....	Dr. Paul M. Yoder
Physical Education and Health .....	Dr. Harry E. Larche
Natural Science and Physics .....	Dr. Louis S. Hovis
Religion and Philosophy .....	Dr. Jerry M. Wallace
Social Science .....	Dr. W. Conard Gass

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Forsyth .....	Dr. Carlton T. Mitchell, '41
Granville .....	Jarman Stallings, '55
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High Point-Lexington .....	Terry Mayhew, '72
Lee-Moore .....	W. M. Womble, Jr., '69
Mecklenburg-Gaston .....	Stan Ingram, '70
Nash-Edgecombe .....	Rosa P. Boseman, '40
Philadelphia-New Jersey .....	Sam Bishop, '63
Raleigh-Wake .....	Howard Crutchfield, '64
Richmond, Va. ....	Morris M. Cameron, '69
Robeson .....	Billy Small, '56
Southeastern .....	David P. Russ, '69
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## ALUMNI BOARD OF DIRECTORS 1979-80

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# REPRESENTATIVES AT LARGE

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Dr. Carlton T. Mitchell, '41	Winston-Salem, N. C.
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Reggie Tucker, '69	Newport News, Va.
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Frances Roberson, '53	Fayetteville, N. C.
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Jennifer C. Casey, '76	Broadway, N. C.
J. Glenn Riddle, '69	Fayetteville, N. C.
Lewis Outlaw, Jr., '45	Dudley, N. C.
Thomas C. Edwards, '63	Buies Creek, N. C.

## Terms Expiring October 1982

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Richard F. Gays, '66	West Hartford, Ct.
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Dr. Ernest M. Walker, '62	Mt. Pleasant, S. C.
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Jim Turner, '65	Greensboro, N. C.
Helen Carr Bigham, '46	Charlotte, N. C.

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## LOCAL CHAPTER PRESIDENTS

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Cumberland	Susan F. Geddie, '74
Durham-Orange	Jim Jackson, '67
Forsyth	Mrs. Carlton T. Mitchell, '41
Granville	Jarman Stallings, '55
Greensboro	Henry Litchford, '73
High Point-Lexington	Edgar A. Thomas, Jr., '71
Lee County	Alan Butler, '65
Mecklenburg-Gaston	Stan Ingram, '70
Nash-Edgecombe	Rosa P. Boseman, '40
Philadelphia-New Jersey	Paul J. Harrell, '39
Raleigh-Wake	Howard Crutchfield, '64
Richmond, Va.	Morris M. Cameron, '69
Robeson	Mack Skipper, '69
Southeastern	David P. Russ, III, '69
Tidewater, Va.	Betty Collins, '69
Virginia-Peninsula	John Zelinsky, '75
Wayne County	George Thigpen, '69



## 6. HISTORICAL INFORMATION

### COMMENCEMENT 1978

#### PROGRAM NINETY-SECOND ANNUAL COMMENCEMENT

SUNDAY, MAY 7

10:30 A.M. .... Sermon

Daniel L. Griffin, B. A., M.Div.  
First Baptist Church  
Winston-Salem, North Carolina

MONDAY, MAY 8

10:30 A.M. .... Literary Address

Grady Coulter Cothen, B.A., M.C.T., D.D., LL.D.  
Southern Baptist Convention  
Nashville, Tennessee

Awarding of Degrees and Delivery

of Diplomas .... President Norman A. Wiggins

#### HONORARY DEGREES

92 Mrs. A. Leroy Parker ..... Doctor of Humanities  
Dr. Grady Coulter Cothen ..... Doctor of Humane Letters  
Dr. Daniel L. Griffin ..... Doctor of Divinity  
Dr. William Stevens Powell ..... Doctor of Literature

#### RECIPIENTS OF ALGERNON SYDNEY SULLIVAN AWARD

Mrs. George Thomas Scott  
Miss Susan Lane Lloyd

#### Commencement Honors and Prizes

Valedictorian ..... Charles Wayne Satterfield  
Salutatorian ..... Rebecca Alice Stout  
J. P. Gardner Social Science Award ..... Susan Raye Upchurch

#### Degrees Awarded May 8, 1978

##### Bachelor of Arts

Nancy Rebecca Arrington  
Deborah Dudley Barnes  
Robert Craig Barnes  
Grover Kelly Blackburn, Jr.  
Anne Eleese Blalock  
Randy Duane Bryant

Sharon Marie Bryant  
Cathryn Jean Blanchard Bugg  
David Cecil Carson  
Clayton C. Cockburn  
Norma Lee Cowser  
Vivian Eugenia Dellinger  
Sherrie Marie Elmore  
William I. Gay, Jr.  
Diana Lynn Hamner  
Gregory Hoyle Harris  
Carlyle Dukes Haywood, Jr.

Daniel Conley Hill, Jr.  
Terry Wayne Hinson, *Magna Cum Laude*  
Linda Jo Holland, *Magna Cum Laude*  
Earl William Howard, Jr.  
Stephen A. Hulsey  
Debbie Jean Hutchinson  
Richard Douglas Jackson  
David A. Johnson  
Myrtle Kate Johnson  
Kim C. Johnston  
John Barry Matthews  
Van William McLean  
Alan Jeffrey Moore, *Cum Laude*  
Donna Lee Overall  
Robin Emily Parker  
Beverly Kay Pearson  
Edwin Lee Poindexter  
Tina Marie Powell  
Ronald Braxton Poythress  
Judy Parchment Ramsey, *Summa Cum Laude*  
Robert Victor Ramsey, *Summa Cum Laude*  
Charles Wayne Satterfield, *Summa Cum Laude*  
David Allen Schuyler, *Cum Laude*  
Martha Ellen Singletary, *Cum Laude*  
David Richard Stanley  
Rebecca Pait Thompson, *Summa Cum Laude*  
Marcia Lane Toler  
Tommy Cecil Tripp, *Cum Laude*  
Mark Robert Van Sciver  
Rhonda Witherspoon, *Cum Laude*  
Angela Sink Yoran, *Summa Cum Laude*  
Richard Finley Young

##### Bachelor of Science

Karen Sue Agnew  
Dallas Ross Allen, III  
Karen Harton Allen, *Magna Cum Laude*  
Julie Gail Avant  
Danny Webb Barnes  
Rita Mae Bass  
Larry Dale Bellflower  
Ransom Bryan Bennett  
Rebecca Long Blackburn  
Juanita Hatcher Blackmon, *Summa Cum Laude*  
John Sheffield Boney  
Susan Mae Bonnevill

James Graham Britt  
 Patricia Grace Brogden  
 Toni Curl Buck, *Magna Cum Laude*  
 Virginia Larsen Burch, *Magna Cum Laude*  
 Carey Lawrence Byrd, *Cum Laude*  
 Donna Carol Byrd  
 Bobby C. Casper  
 Fay Ayscue Clayton  
 James P. Cole  
 Judy Christine Cooper  
 Doreen Shaw Cox  
 Selma Carlene Creech  
 Harley A. Crosby  
 Stella Hardwick Currin  
 Donald Harry Damon  
 Vickie Vann Daughtry  
 Namdar Nezam Diba  
 Robert Walter Dickerson  
 Sonny Keith Driver  
 Steven Silas Edgerton  
 Henry L. Eisenbarth  
 Marian H. Eubanks  
 Francis Xavier Fallon, Jr.  
 Debra Lynn Ferrill  
 James Robert Foley, *Magna Cum Laude*  
 Barbara Ann Fox  
 Maurice Dale Galey  
 Richard Tatum Gammon, *Cum Laude*  
 Eugene Brooks Gaskins, Jr., *Cum Laude*  
 Dana Allen Gearhart  
 Randall Wayne Gilchrist  
 Ellen Ruth Gilliflan  
 Connie Pettus Glass  
 Charles Francis Marion Gordon  
 Sylvia Lynn Grigston, *Magna Cum Laude*  
 Andrew Clyde Grimes, Jr.  
 Connie Dianne Hall  
 Rebecca Susan Hall  
 Angela Rose Haney  
 Henry Pittman Hansard  
 John Marshall Hawkins  
 Sarah Jane Hinnant  
 Janet Louise Hofstetter  
 Marilyn Gail Holland  
 Barry Dale Honeycutt  
 Sandra Kay Howard  
 Janice Britt Hudson  
 Joan Elizabeth Jackson  
 Karen Sue Jones  
 Mark Harrison Jones  
 Elizabeth Rose Kaleel

James Luther Kiser  
 Andra Thomas Knight  
 Jenny Mobley Laird  
 Bonnie Lynn Lee, *Magna Cum Laude*  
 Susan Lane Lloyd, *Cum Laude*  
 Jeanne Ann Lusk, *Cum Laude*  
 Nancy Jean Marion, *Cum Laude*  
 Cynthia Ann McCullen  
 James Oliver McKeethan  
 Johnny McLamb  
 Sheree Arnold McLamb, *Cum Laude*  
 David Wayne McLaurin  
 James Levern McLean  
 Nancy C. McLean  
 Jill Anne McPhail  
 Sharon Johnson McPhail  
 Philip Douglas Merritt  
 India Lou Monroe  
 Michael Lynn Myers  
 John Adams Niles, III  
 Mary Noles  
 Keith Douglas Oakley  
 Gene Quinn Outlaw, *Cum Laude*  
 Julia Grey Owen, *Cum Laude*  
 Valerie Rene Owen  
 Richard Ray Pavalski, II  
 Cathie Rachel Pedder, *Magna Cum Laude*  
 Betty Jane Peel, *Cum Laude*  
 Norma Jean Hunsucker Pedder, *Cum Laude*  
 David Van Buren Pike  
 Nancy Harriet Pittman  
 Sandra Jean Powers  
 Larry Lee Purinton  
 Mark Taylor Purser  
 Duane Thomas Rackley  
 Brenda Kennedy Raynor  
 Pamela Sue Reynolds  
 Elizabeth Shields Riley, *Magna Cum Laude*  
 Charles Cecil Roberts, *Summa Cum Laude*  
 William Leatherman Ross  
 David Sinclair Royal  
 Ronald William Scott  
 Melinda Lou Scouten  
 Cynthia Joy Sheets, *Cum Laude*  
 Kenneth Louis Shore  
 Mildred Pauline Simpson  
 Stephen Randolph Skinner  
 Shelia Pope Smith  
 Tommie Gwendolyn Smith  
 June Renee Sneed

Craig Elliott Snyder  
 Ibrahim Mohammad Sobel, *Magna Cum Laude*  
 Jane Frances Stephens  
 Michael Herman Stephenson  
 Vonda Young Stevens  
 Rebecca Alice Stout, *Summa Cum Laude*  
 Sharron Elizabeth Swanson  
 Terry Lee Thomas  
 Russell James Tyson, Jr.  
 Susan Raye Upchurch, *Cum Laude*  
 Sarah Janet Walker  
 Emily Ruth Ward  
 William Houston Warren  
 Cathy Jean Waters, *Cum Laude*  
 Veronica Daphne Watson  
 Geneva Lee Westbrook, *Cum Laude*  
 Martha Ann Whitfield  
 Frances Brooks Williams, *Magna Cum Laude*  
 Craig Steven Winchell

## Bachelor of Business Administration

Steven Charles Alford  
 Teresa McLamb Alphin  
 Thomas Ervin Barham  
 Benjamin Charles Barnes, *Summa Cum Laude*  
 Pamela Jo Bonetto, *Cum Laude*  
 John Joseph Borjeson, Jr.  
 Wayland M. Bost  
 Henry Alton Brannan, Jr.  
 Alan Ray Brock  
 David DeVane Butler  
 Donald Wayne Cooper  
 Douglas Brian Currin, *Cum Laude*  
 Bruce McMillan Daniel  
 Marc Stevens Denning  
 Deborah Lynn Derrick  
 Terry Ruth Ferrell  
 Edward Earl Gillis  
 Edward Bryan Harrington  
 Charles Toby Harris, Jr.  
 Bruce Kevin Heinlein  
 Robert Eugene Johnson  
 Floyd Hampton Knight  
 Robin Talton Lancaster  
 Lynn Richter Lott, *Summa Cum Laude*  
 Richard Dixon Maynard



Glenda Faye McNeill  
 Richard Brent Meadows  
 Grady Bryant Pardue, Jr.  
 David Southerland Parham  
 William Dudley Peyton  
 Elbert Wayne Pittman  
 Hal Douglas Rouse  
 Jesse B. Rouse, III  
 Michael Patrick Sanaga  
 Joseph Edward Slepiski  
 Ruby Elaine Spell  
 VanMeter H. Stewart  
 Whitfield Reynolds Tart  
 Jerry Allen Thompson  
 Joseph Phillip Thorne, Jr.  
 Wanda Ernestine Warren  
 Linda Gooding Watlington, *Cum Laude*  
 Lex Allen Watson  
 Joyce M. Watts  
 James E. West  
 Eula Sharon Whaley, *Cum Laude*  
 Jackie Petty Wood  
 James Wellborn Yorán

## 94 Bachelor of Music Education

Jeanne Gail Camp  
 Deborah Anne Duncan, *Summa Cum Laude*  
 Philip Stanley Morrow  
 Robert Clay Spivey  
 Dennis Darrell Wallace

## Bachelor of Special Studies

Richard Glenn Joyner  
 John Lewis Ridges

## Bachelor of Health Science

Lynette J. Honeycutt  
 Carolyn Lynn Isaacs  
 Deborah Lynn Jones, *Summa Cum Laude*

## Associate In Arts

James Donald Averette, Jr.  
 Shirley Ann Brown  
 Nita Ruth Cannon  
 James Griffith McCoy, III  
 Robert Neil Wolford, II

## SUMMER SCHOOL Degrees Awarded July 28, 1978

### Recipient of Algernon Sydney Sullivan Award

Mrs. Lucille Lawrence Ellis

### Master of Education

Gayle Mooney Gilkey  
 Dezretta Exum Johnson  
 Rebecca Foote Smith Owens  
 Jennie Ann Patterson  
 Gloria Jeanette Stewart Pleasant  
 Paula Frances Sherlock  
 Sue Griffin Thorne  
 Gailya Smith Winters

### Bachelor of Arts

William Charles Brooks  
 Reginald Sewell Mills  
 J. Franklin Rouse  
 Ann Marie Tilley  
 Harvey Hines Whaley, Jr.

### Bachelor of Science

John Irvin Ballard, Jr.  
 Paul Bryan Beachem, III  
 Prentiss K. Boan, Jr.  
 Terry Jackson Bradshaw  
 Charles Edward Floyd  
 Larie Harper  
 Howard Russell Hebert  
 Amy Pitchi Holmes  
 Betty Beard Horne  
 Cheryl Arlene Horne  
 Roy Thomas Johnson  
 Sharon Elizabeth Grice Langdon  
 Debra Jean Miles, *Cum Laude*  
 Terrence J. O'Donnell  
 Roger Le Roy Perkins  
 Dennis Joe Price  
 Eugene Cleaporr Rountree, Jr.  
 James W. Rowell, *Cum Laude*  
 Marie Matthews Surles  
 Gwendolyn Mabry Swaringen  
 Thomas Edward Tyson  
 Lex Allen Watson, II

## Bachelor of Business Administration

Arlene Gaye Drose, *Cum Laude*  
 John Lawrence Etherington, Jr.  
 Richard Steven Fumanich  
 Howard Lee Gilliland, Jr.  
 Peter Maynard Johnson  
 Robert Peter Kropik  
 John William Lewis  
 Jerry D. Long  
 Daniel A. Motola  
 David Kelly Peterson  
 Thomas Reigle  
 Randa Abdul Halim Saket  
 William Rudy Seymour  
 William Vann Stephens  
 Ruth Lyvonne Stone, *Summa Cum Laude*  
 Lynwood Ray Watson

## Bachelor of Special Studies

Robert Mitchell Mays  
 Kenneth Hill Murchison

## Associate In Arts

Wayne Stephen Conley  
 David Charles Merchant  
 Frances B. Rowell  
 Norman Glenn Smith

## Degrees Awarded December 20, 1978

### Recipient of Algernon Sydney Sullivan Award

Clyde J. Rhyne

### Master of Education

Joan Langston Bowling  
 Glenda C. Brandon  
 Denise Lindsay Britt  
 Ruby Jean Cales  
 Peggy Barnes Hubbard  
 G. Lloyd Johnson  
 Nancy Keith Lind  
 Ann Johnson O'Neal  
 Ruth Metcalf Scrivner  
 L. Frances Clary Tominack  
 Evelyn Parker Walls

**Bachelor of Arts**

Joseph Paul Berry  
Richard Paul Brewer  
William Anderson Dicus, III  
Cary Glenn Hancock  
Anthony Craig Hardee  
Stanley Horace Hare  
Garrett Alfred Hays, Jr.  
Larry Kenneth Hutchins  
James Elwood Kennedy, Jr., *Magna Cum Laude*  
Arthur Edgar Kirk  
Patricia R. Moss  
Keith Allen Mottley  
Georgianna Byrd Temple, *Magna Cum Laude*  
Frankie Messer Warren, *Cum Laude*  
Timothy Dwayne Weikle, *Cum Laude*

**Bachelor of Science**

Marla Nelson Arturet, *Magna Cum Laude*  
Dora Godwin Avery  
Donna Jackson Butler  
Richard John Catello, Sr.  
Mary Kay Clark  
Susan Roberts Collins, *Cum Laude*  
Joyce Elaine Barbour Denning, *Magna Cum Laude*  
Susan Edwards Dent  
Gail Butler Dickens  
Janifer Denise Dorman, *Cum Laude*  
Mickey Ward Edwards, *Magna Cum Laude*  
Mark L. Falkner

Patricia Faye Fallen  
John Dalton Fox  
Laura Ann Goller  
George Lee Gosden  
Michelle Lorraine Hallman  
Heidi Caison Harris  
Lydia Estelle Lee  
Michael K. Lee  
Edward Steven Lind  
Sanders Eugene Maggard  
Fred Max Mann, Jr.  
Deborah Lynn Martin  
William Gary McCollough, *Cum Laude*  
Sonya Lynn McDuffie  
John Howard McKee  
Frederick Jerome McLaurin  
Bobbie B. Messer  
Wendy Kay Minton  
Suzanna Lang Moberly  
Teresa Boardwine Moore  
Ricky Neal Myers  
John S. Packard  
Jane Iris Peeler  
Richard Bruce Phillips  
Shelia Ann Raynor  
Joseph Harold Robinson  
Carolyn Virginia Sicheloff  
Bonnie Babb Smith, *Summa Cum Laude*  
Betty Jean Taylor  
Jean Marie Wheeler, *Magna Cum Laude*  
Anita Kim Whittington  
Alisa Anderson Williams, *Summa Cum Laude*  
Sharon Skinner Williams, *Cum Laude*

**Bachelor of Business  
Adminstration**

Barbara D. Beasley  
Kurt Matthew Frey  
Edwin Joseph Gather  
Douglas A. Hibbert  
Randi Deane James  
Olaf Kahn, II  
Fred Timothy Lucas  
Randy Thomas Pope  
Gregory Edwin Small  
Norman Glenn Smith  
Anthony Wayne Tart, *Magna Cum Laude*  
Ronald Grant Taylor  
Mack C. Toler, Jr.  
Howard Bernard Toner, Jr.  
Samuel Eugene Walls  
Audrey Short Wicker  
Kimberly Noel Williams, *Magna Cum Laude*

**Bachelor of Health Science**

Jettie Easley Biell  
Winifred Dale Warren

**Associate In Arts**

Ronald Allen Chapin  
David Robert Jones  
Stephen L. Robertson  
Martin R. Williams  
Linda Ann Williamson

# COMMENCEMENT 1979

## PROGRAM NINETY-THIRD ANNUAL COMMENCEMENT

SUNDAY, MAY 6

10:00 A.M. .... Sermon

J. Stanley McQuade  
B.A., L.I.B., B.D., S.T.M., M.D., Ph.D.  
Campbell College School of Law  
Buies Creek, North Carolina

MONDAY, MAY 7

10:00 A.M. .... Literary Address

Charles Habib Malik, B.A., M.A., Ph.D.  
Philosopher, Author, Statesman  
Washington, D. C.

Awarding of Degrees and Delivery

of Diplomas .... President Norman A. Wiggins

### HONORARY DEGREES

Charles Habib Malik ..... Doctor of Humane Letters  
Raymond Arthur Bryan, Sr. .... Doctor of Laws  
Fred O. Dennis ..... Doctor of Civil Laws  
William Andrew Edmundson ..... Doctor of Humanities  
S. C. Ray ..... Doctor of Divinity

### RECIPIENTS OF ALGERNON SYDNEY SULLIVAN AWARD

James R. Nisbet  
Stanly Horace Hare

### Commencement Honors and Prizes

Valedictorian ..... Robert Joel Vissing  
Salutatorian ..... Carolyn Sybil Main  
J. P. Gardner Social Science Award ..... Danny Franklin Smith

### Degrees Awarded May 7, 1979

#### Juris Doctor

James Ruffin Bailey, Jr.  
Spier Louis Bennett, III  
Rodney Steve Bowden  
William Lee Breeden  
Dearl Linwood Bunce, II  
Dewey Ricky Butler  
Richard Henry Carlton  
James Harrison Carter  
Walter Bradsher Cates

Daniel Gordon Christian  
Eugene Compton  
Roger Ray Compton  
Howard Johnson Cummings  
Margaret Person Currin, *Cum Laude*  
Dannay Edward Davis  
Roy Wilson Day, Jr., *Cum Laude*  
Wilbert Wellons Edgerton, Jr.  
Roger Lee Edwards  
Guy Benjamin Eubanks  
Gail Poole Fannon  
Robert Francis Floyd, Jr.  
Sherry Denise Fowler

Leo A. Fox  
Johnny Sherwood Gaskins  
Anthony Wilton Gay  
Edwin F. Gentry  
George Rexford Gore, *Cum Laude*  
Steven Anderson Graham  
Jane Powell Gray  
Marvin Dale Green  
Gregory Thomas Griffin  
Richard Bryon Hager  
John Wiley Halstead, Jr.  
Randell Hughes  
Cindy Clayton Huntsberry  
Bruce Holt Jackson, Jr.  
Richard W. Jackson  
Michael Dean Johnson  
Norwood Earl Jones, Jr., *Cum Laude*  
Stephen Dennis Kaylor  
Timothy S. Kincaid  
Jan Wise Lamm  
Leon Arthur Lucas  
John Garrett Ludlum  
John Courtney MacConnell, Jr.  
Christopher Barlow McLondon  
William Edward Mathers  
Steven Hamilton Messick  
Charles Luther Moore  
John Stephen Noble  
Larry Ellis Norman  
Frank Roland Parrish  
James Waylon Partin  
Timothy Lee Patti  
Vance Melton Perry  
Thomas Alan Pittman  
William Arrington Pully  
Gary W. Ragland  
Cabell Jones Regan  
Harold Eugene Russ, II  
David Gray Sneed  
W. Mark Spence  
William Michael Spivey, *Cum Laude*  
Davey L. Stanley  
Richard Smith Whaley Stoney  
Cecil Cornelius Summers  
Hugh Clifton Talton, Jr.  
Benjamin Norman Thompson  
William Rogers Titchener  
Walter Clement Trainor  
John Marsh Tyson, *Cum Laude*  
Gary Madison Underhill, Jr.  
William Alfred Van Story, IV, *Cum Laude*

Walter Wayne Vatcher  
 Donald W. Viets, Jr., *Cum Laude*  
 James Albert Warren, Jr.  
 Stuart Neal Watlington  
 James Block Wheelless, Jr.  
 Johnnie Alonza Whitley  
 Robert Edmond Wilhoit  
 Owen Henry Willis, Jr.  
 Clarence Colon Willoughby, Jr.  
 Bob D. Worthington, *Cum Laude*

## Master of Education

Gayle Mangum Adams  
 Helen Tew Ashley  
 Marty Bradshaw Bullard  
 Lynette Crumpler Caison  
 Susan Edgerton Coore  
 Susan Myers Cotten  
 Beverly Peacock Crotts  
 Betty Gardner Easley  
 Ellis Gerald Halliburton  
 Kay Jones Holder  
 Marian Kay Smith Hudson  
 Carolyn Brenda Reynolds Jones  
 Carol W. Lucas  
 Shirley L. Pardue  
 Julia Ann Prevatt Powers, *With Distinction*  
 George B. Rose, Jr.  
 Barbara Corpenina Rowland  
 Rona Higdon Schriber  
 Patricia Vispo Sears  
 Hazel Hill Yarbrough

## Bachelor of Arts

Susan Kay Abbott  
 Willie Ballard, Jr.  
 Ricky Karl Barnes  
 John Mark Batchelor  
 Philip Eugene Bruce  
 Philip Gordon Churchill, II  
 Walter Ken Clark, *Magna Cum Laude*  
 David Keith Coleman  
 Dalvis Steve Conerly  
 Joanne Jean Creswell  
 Jeffrey Todd Davis  
 Daniel R. Ensley, *Magna Cum Laude*  
 Michael Dwaine Greene, *Magna Cum Laude*  
 David Franklin Huggins, Jr.  
 John Lawson Illingworth  
 Linda Carol Jackson, *Cum Laude*

Elizabeth Louise MacLeod, *Magna Cum Laude*  
 LeAnne Parker  
 Teresa Grace Reynolds, *Cum Laude*  
 Pamela Kaye Shipp, *Magna Cum Laude*  
 Tina Deonesia Shorter, *Magna Cum Laude*  
 Danny Franklin Smith, *Cum Laude*  
 Martha Register Smith  
 Nancy Faith Wallace  
 Donna Lee Wilkins, *Summa Cum Laude*  
 Peter Booth Windsor

## Bachelor of Science

Deborah Ann Bailey, *Magna Cum Laude*  
 Emily Louise Barham, *Magna Cum Laude*  
 Deborah Lynette Basket  
 Cynthia Lynne Beck, *Summa Cum Laude*  
 Richard E. Bell  
 Colby Wayne Benton  
 Thomas Scott Berry, *Cum Laude*  
 Teresa Ann Bryan  
 Elwood Johnson Burgess, Jr.  
 Anna Chris Burnett, *Cum Laude*  
 Darryl Wayne Butler  
 Margaret Maness Butler  
 John William Callaghan, Jr.  
 Teresa Carlton  
 Kathryn Marie Carvalho  
 Lynn Christine Chapman  
 Deborah Ann Cherry  
 Sharon Kay Clayton  
 Dennis Ray Collins, *Cum Laude*  
 Noel Dean Combs  
 Christopher Cowen  
 Connie Carroll Cox, *Cum Laude*  
 Jeffery Senter Creech  
 Susan Castlebury Cummings  
 Kevin Francis Dalton  
 Michael Thomas Davitt  
 William Henry Downing  
 Barbara Gail Edwards  
 Stephen Earl Eubanks  
 Hilda Renee Ferrell  
 John Michael Ferrell, *Cum Laude*  
 Sybil M. Fincher, *Summa Cum Laude*  
 Randy David Furr, *Cum Laude*  
 Jan Ariene Glenn, *Magna Cum Laude*  
 Peter John Godwin  
 Catherine Jane Graham  
 Claudette Tart Green

Michael Lamonte Headen  
 John Edward Heckstall  
 William Junior Heckstall  
 Timothy Earl Hewett  
 Marion Jane Ingold  
 Margaret C. Jerman  
 Kathy Dianne Johnson, *Magna Cum Laude*  
 Pamela Gale Johnson, *Cum Laude*  
 Joye Aliyn Jones  
 Betsy Ellen Kay  
 Severeo Kerns, *Magna Cum Laude*  
 Marshall Thomas Kurfees  
 Gloria Jeanne Lane, *Cum Laude*  
 Susan Sheryl Lawrence  
 Hazel Claudette Lewis  
 Pender Ray Lewis  
 Rex Marshall Lovett  
 Mary Sue Lusk  
 Carolyn Sybil Main, *Summa Cum Laude*  
 Robert C. McDaniel, *Cum Laude*  
 Donna Carol McFeters  
 Gayle Jean Morgan, *Cum Laude*  
 Terry Lee Murphy  
 Edwin Lee Myers, *Magna Cum Laude*  
 Sally Van Myers  
 Betty Frances Oliver, *Cum Laude*  
 Tammie Summerlin Page  
 Peter Bratton Parks  
 Margaret Viola Parrish  
 John J. Parsley  
 Jeffrey Lynn Pope  
 Richard William Powell  
 Wanda Jane Priest  
 Patricia Jean Pruitt, *Cum Laude*  
 Mary Grace Ray  
 Michael A. Raynor  
 Margaret A. Robertson  
 Stephen L. Robertson  
 Kathleen Karol Roth  
 Teresa Morrison Salmon, *Summa Cum Laude*  
 Charles Craig Scholl  
 Jeffrey Dale Shatterly, *Cum Laude*  
 Lou Rollins Shore, *Cum Laude*  
 Marilyn Singletary  
 James Stephen Smith  
 Kenneth Ronald South  
 William Michael Stanley  
 Carole Lewis Stevens  
 Donna Jean Strickland, *Cum Laude*  
 Mary Beth Strickland  
 Arie Larketon Tart

Pamela West Tew  
 Stephen Jeffrey Thomas  
 Larry L. Throneburg  
 Sandra Blackburn Torres, *Magna Cum Laude*  
 Robert M. Transom  
 Rachel Alene Tritt, *Summa Cum Laude*  
 Donald Wayne Turlington  
 Cary Ann Usher  
 Thomas Weir Van Vaikenburgh, *Magna Cum Laude*  
 Robert Joel Vissing, *Summa Cum Laude*  
 Virginia Lee Walker  
 Betty Lynne Wallace, *Cum Laude*  
 Teresa Jan Ward  
 Minnie Darlene Warren  
 Wanda Evon Watkins  
 Steven Douglas Webster  
 Shelly Inez White  
 Deborah Jean Wilkinson, *Cum Laude*  
 Dennis Dean Williams  
 George Walton Willis  
 Beth W. Windsor  
 Mary Linda Woody  
 Sharon Denise Worrell, *Cum Laude*  
 William J. Yeager

## **Bachelor of Business Administration**

James Alton Bailey, Jr.  
 Richard Alan Barbour  
 Edgar Charles Bennington  
 John Johnson Bethune  
 David Bruce Biggerstaff  
 Gary Frederick Bill  
 James Arthur Bolden, Jr.  
 Eleanor Norris Bradshaw  
 Silas Brown  
 Mark Burritt  
 Derrick Kent Butler, *Magna Cum Laude*  
 Leon Eugene Davis, Jr.  
 Walter James Ealy  
 Robert Alton Ennis  
 Daniel Sutton Goodrich  
 Melvin Gene Griffin  
 Keith Thomas Hamilton, *Summa Cum Laude*  
 Daniel A. Harrington  
 Jon Lane Hockaday  
 Terry Braxton Holder  
 Robert Ray Holland

Phillip Lee Hudson  
 Michael Rudolph Jackson  
 James Curtis Kinard, Jr., *Magna Cum Laude*  
 Winnie Ruth Matthews, *Summa Cum Laude*  
 Nancy Jo Maxwell  
 Lunette Stephenson McCollough, *Cum Laude*  
 Karen Denise Nance, *Magna Cum Laude*  
 Damian Roniel O. Onyekaba  
 Garry Lee Parker  
 Patricia Diane Parker  
 Ronnie Joseph Pleasant  
 John Russell Puleo, Jr., *Cum Laude*  
 Malcolm Reis, II  
 Gerald Bruce Rhodes  
 William B. Rhodes  
 Muna Hamdi Saket  
 William Tyrone Sawyer  
 Gary Brian Sheetz  
 Hector Silvestre, Jr.  
 Duncan James Sinclair, III  
 Jerry Gray Smith  
 Jeffrey Barnes Stephenson  
 Ernest A. Tatum  
 James Thorn  
 John Mark Underwood  
 Michael Robert Walker  
 Irene Price Duncan, *Cum Laude*

## **Bachelor of Music Education**

Vaughn Allen Campbell  
 Rose Mary Hagwood  
 Daniel Winston Hester  
 David Neal Johnson  
 Sherry Jo Jones, *Cum Laude*  
 Cheryl Lee Kerr  
 Phyllis Williams Lindly  
 Raymond Newton Whitaker, Jr.

## **Bachelor of Special Studies**

John Milton Lee  
 William James Middleton, III  
 Judith Anne Tutor, *Magna Cum Laude*

## **Bachelor of Health Science**

Hazel Kristina Holland  
 Emily Jane Hope  
 Connie Williams

## **Associate in Arts**

Thomas Edward Beggs  
 Cindy Lorraine King  
 Cheryl Lynn Rodriguez  
 Thomas Keith Squier  
 Joe Peace Woodlief, Jr.

## **SUMMER SCHOOL**

## **Degrees Awarded July 27, 1979**

### **Master of Education**

James Harold Anderson  
 Sally Crawford Austin  
 Emily Marie Averitte  
 Nancy Jane Bashford  
 Henry Robert Belton  
 Brenda Jo Parker Brown  
 Samuel Alan Cain  
 Lucille G. Cannady  
 Caroline Chappell, *With Distinction*  
 Diane B. Clifton  
 Sherrill Anne Deneen  
 Mary Lou Harrington Ellen  
 Sara Lynn Evans  
 Laura Bolton Ferrell  
 Thomas Anthony Ferrell  
 Edmond Wheatley Fisher  
 Shirley Raie Collins Gorske  
 Gloria Guldedge  
 Margaret Ann Hobbs  
 Frances Gregory Jernigan  
 Christopher Page Johnson  
 Teresa Hamm Johnson  
 Pattie Richardson Jones  
 Kay L. Joyner  
 Mary Schatz Lange  
 Ann Clark Lassiter, *With Distinction*  
 Phillip Wayne Lee  
 Cynthia Lou Long  
 Madie Marsh McDougald  
 Mary Ellen McFayden  
 Priscilla Naylor Owen  
 Mildred Edith Pahl  
 Fred Perry Rambeau  
 Frank Donald Rawls  
 Wandra Adams Raynor  
 Marcia Beth Engle Rooney



Mary Cooper Sauls  
 Angie Rush Saunders  
 Helen S. Stephenson  
 Joan Cook Stotler  
 Ginger Judge Tew  
 Linda E. Watkins  
 Marilyn Kearns Lawrence Weiler  
 Lillian Smith Wells  
 Vickie Lynn Wilkins  
 Susan Mercer Williams  
 Betty Jo Winfree

## **Bachelor of Arts**

Thomas Ray Cannon  
 Richard Leon Mills  
 Oliver Clayton Skerrett, Jr.  
 Timothy Harold Starnes  
 Kenneth Edward Tucker

## **Bachelor of Science**

Basma Zaben Abdullah  
 Donna Jean Barbour  
 Karren Lucretia Barefoot  
 Sonja Bunn Batchelor  
 James Earl Blythe  
 Lance Scott Carroll  
 Dexter Elwood Dickerson, Jr.  
 Jessie Lee Edge  
 Margaret Wilson Fulk  
 Richard Lee Gaffney  
 Linda Darnell Haislip  
 Kenneth L. Hardison, *Cum Laude*  
 Johnny Frank Hathcock  
 Albert Louis Jackson  
 Philip Glenn Kirk  
 Daniel Leo Linehan, Jr.  
 Herbert Stanley Moss  
 Katrina Sonya Murchison  
 Hamid Ostadabedini  
 Amal Mutie Saadat  
 Vivian Anne Simmons  
 John Anthony Slicker  
 James Allen Smart, III  
 Gregory B. Strange  
 Rhonda Lindsay Strickland  
 Terrie Leigh Taylor  
 Robert Craig Thomason  
 George Kenneth Warner  
 Peggy Blanche Williams  
 Steven Paul Williams

## **Bachelor of Business Administration**

James Madison Carraway, Jr.  
 Mark Thomas Cox  
 Steven Ray Dupree  
 Lisa F. Kirkpatrick  
 Bruce W. Koch  
 Harry Egbert Lewis  
 Clifton Marshall, Jr.  
 Wilma Frances McLaurin, *Cum Laude*  
 Chester C. Miller, Jr.  
 Stuart B. Patton  
 Michael Eugene Pugh  
 Mohammad Fawzi Qardan  
 Gary Paylor Spruill  
 Sylvia I. Tarr  
 Frederick Lewis Woodfin, Jr.

## **Bachelor of Health Science**

Ward Emerson Bennett  
 Janice D. Brooks  
 Debbie Alecia Spell

## **Associate in Arts**

Carl J. Lloyd  
 Richard L. Vohs

## **Degrees Awarded December 19, 1979**

## **Master of Education**

Ollie Monroe Angel  
 Robert Lee Bishop  
 Rebecca Allyson Bonds  
 Jessica Marie Boyette  
 Retha Faye Byrd  
 Patsi W. D'Alpe  
 William J. Fowler  
 Virginia Y. Hicks  
 Alice Brock Lee  
 Charlotte S. Lequire, *With Distinction*  
 Constance Lee Pledger  
 Marsha Mann Ralph, *With Distinction*  
 Treva Rouse Simmons  
 Karen Victoria Temple  
 Betty Tuggle Thornton  
 Betsy Carroll Williams

## **Bachelor of Arts**

Cynthia Brownd Buffaloe  
 Richard Alan Byrd  
 Freda Jo Dixon  
 Sally Jo Fritts, *Cum Laude*  
 Ann Callison Gold  
 Jeffrey Dean Holland, *Cum Laude*  
 Edward Calvin Mattocks, II  
 Rudolph Lee West, *Cum Laude*  
 Sylvia Lee Wood, *Magna Cum Laude*

## **Bachelor of Science**

Elizabeth Church Bacon  
 William Craig Ball  
 Robert Lee Bitterli  
 Linda Susan Boyette  
 Howard Ashford Britt, *Cum Laude*  
 Steven Harold Brown  
 Gevona Lynn Caddis  
 Marilyn Goodman Carter, *Cum Laude*  
 Ellen Elizabeth Casper, *Summa Cum Laude*  
 Patricia Jill Piazza Cessna  
 Chris Harry Challender  
 Mark Anthony Chalmers  
 Susan Elaine Cowart  
 Cindy Renee Daughtry, *Cum Laude*  
 Donna P. Ellis, *Magna Cum Laude*  
 Suzanne Gainey, *Cum Laude*  
 Gary Lee Gardenhire  
 Gary Thomas Harrington  
 Bruce Warner Johnson  
 Millard Ward Lamm, Jr.  
 Benedict J. Lehmann  
 Patricia Cochran Linehan  
 Faye Lynette Marlowe, *Cum Laude*  
 Teresa Lee Massengill  
 Beverly Wheeler Massey, *Magna Cum Laude*  
 Orbie Jane McKeithan, *Magna Cum Laude*  
 Brenda McKoy  
 William Hodges Payne  
 Marie Reese Price  
 Joy Virginia Robinson  
 James M. Stephens  
 Brent Hardee Stewart  
 Alicia Carr Stone, *Magna Cum Laude*  
 Masatetsu Wada  
 Larry Arthur Waisner  
 Sharon Dianna Ward  
 William Keith Waters  
 Eva Nell Weathers

Sarah Elizabeth Williams  
Terry Lynn Williams

## COMMENCEMENT 1980

### Bachelor of Business Administration

James Donald Averette, Jr.  
Clarence F. Bell, Jr.  
Scott Edward Booth  
Daniel Clifton Brooks  
Walter Joe Campbell, *Cum Laude*  
William Robert Denning, III  
John Harrison Dew  
Hengameh Farsaie  
Jay Oakley Fitzgerald  
Jean Katherine Getsee, *Magna Cum Laude*  
Diane Shekell Harrell  
Thomas Pat Holden  
Lyman Melton Horne, Jr.  
Frances Ann Parker  
William S. Parker  
Kenneth Elmer Pilson, Jr.  
Jane Adcock Poppel, *Cum Laude*  
Debra Ann Rice, *Magna Cum Laude*  
Samuel Cicero Smith, *Magna Cum Laude*  
Roy Lee Spivey, *Summa Cum Laude*  
James Michael Stephenson, *Cum Laude*  
Daryl Lynn Thompson  
Paul Stephen Tollefsrud  
David Lee Warrick  
Charles Ellis Williams, III  
Barbara A. Worden

### Bachelor of Music Education

Walter Graham Byrum  
Gregory Thomas McFarland  
Nancy Jo Price

### Bachelor of Health Science

Jo Ann H. Adams  
Marti Lynn Hayes

### Bachelor of Special Studies

Joseph Donald Roberts

### Associate In Arts

Jerry Edward Ault  
Solomon Eugene Evans  
Elizabeth Ann Hart  
Wayne K. Sirols

## PROGRAM NINETY-FOURTH ANNUAL COMMENCEMENT

SUNDAY, MAY 11

10:00 A.M. .... Sermon

Carl E. Bates  
B.Th., M.Th., D.D., LL.D., D.H.  
Pastor First Baptist Church  
Charlotte, North Carolina

MONDAY, MAY 12

10:00 A.M. .... Literary Address

John R. Dellenback, B.S., J.D.  
President of Christian College Consortium  
Washington, D. C.

Awarding of Degrees and Delivery  
of Diplomas .... President Norman A. Wiggins

### HONORARY DEGREES

John R. Dellenback .... Doctor of Humane Letters  
J. Marse Grant .... Doctor of Humane Letters  
Jesse A. Helms .... Doctor of Laws  
Robert B. Morgan .... Doctor of Laws  
Asa T. Spaulding .... Doctor of Humanities

### RECIPIENTS OF ALGERNON SYDNEY SULLIVAN AWARD

T. Harry Gatten  
Ernest P. Sauls  
Paul D. Stennett

### Commencement Honors and Prizes

Valedictorian .... Julie Ann Byrd  
Salutatorian .... Cydna Susan Wells  
J. P. Gardner Social Science Award .... Vance Bradford Long

### Degrees Awarded May 12, 1980

#### Juris Doctor

Marilyn Jean Calhoun Abernethy  
Richard Bruce Abernethy  
Terry William Alford  
Stephen Ronnel Beavers  
Edward Charles Bodenheimer, Jr., *With Distinction*  
William Clarence Bost  
William Horace Boyette, Jr.  
Susan Hatcher Bradshaw

Carl Linwood Britt, Jr.  
Thomas McMahan Brooke  
Jacqueline Hensley Brown  
James William Buchanan  
Edward L. Bullard, Jr.  
Laura Sue Burgess  
Charles Glasgow Butts, Jr.  
William McIver Cameron, III  
Ronald Kent Campbell  
Carl Preston Chandler, II  
Samuel Richard Clawson, *With Distinction*  
Rebecca Lynn Coleman  
William Crawford Coley III  
Gerald Rupert Collins, Jr., *With Distinction*

James Arthur Corriher  
 Stephanie Fountain Coulson  
 Richard Lowe Cox  
 Hugh Martin Currin, Jr.  
 Robert Eugene Dillow, Jr.  
 Phillip Ray Feagan  
 Fred Pfohl Flynt, III  
 Timothy James Fuhrman  
 Debra Helms Gaskins  
 Robert Sumter Griffith, II  
 James Arthur Haney  
 David L. Harris  
 Elizabeth Doggett Hickmon  
 Leon Edward Hickmon  
 Phillip Anthony Holmes  
 Felix Thomas Holt, III, *With Distinction*  
 Dewey Jack Hooks, Jr.  
 Charles Franklin Howard  
 Kenneth Frank Irek, *With Distinction*  
 Bruce Forrester Jobe  
 Charles Arthur Jones  
 Richard Cogburn Jones  
 Ernest Hayes Josephs, Jr.  
 Jeffrey Charles Karver, *With Distinction*  
 Sebastian Reginald Kenan  
 John William King  
 Bruce E. Kinnaman  
 Robert Bruce Lacey  
 Joseph Paul Lamari  
 Billie Jacqueline Lambert  
 Riddick Madison Lamm, Jr.  
 James Walter Lea, III  
 Solomon W. Marshall  
 Beverly Wheeler Massey, *With Distinction*  
 William Drummond McDowall, Jr.  
 Terri Toth McKee, *With Distinction*  
 Samuel Warrenton Meekins, *With Distinction*  
 John Charles Mitchell, II  
 Carol Annette Morrison  
 James Arthur Nelson, Jr.  
 Roderick W. O'Donoghue, Jr., *With Distinction*  
 Donald Wayne Overby  
 George Porter Palmer  
 Stafford A. Patterson, II  
 Larry Wayne Pearman  
 John Jerome Peck  
 Robert Kirk Randleman  
 William O. Richardson  
 Judith Ann Robb  
 Hubert Newton Rogers, III

Edward DeCastro Seltzer  
 Gary Keith Shipman  
 Laura Sybil Shivar  
 Randolph Alonzo Sigley  
 Debra Carter Slack  
 Walter Marshall Smith  
 Vernon Gilbert Snyder, III, *With Distinction*  
 Donald L. Stanley  
 Randall Croft Stoney, Jr.  
 David Allen Swanson  
 Donald Ray Teeter, *With Distinction*  
 Jerry Morgan Townson  
 Susan Morrison Umstead  
 Harold Russell Vick, Jr.  
 Stevenson Lee Weeks  
 Michael Lloyd Weisel  
 Edward G. Wells, III  
 Wiley David White  
 David Victor Williams  
 Sheldon Carter Worrell, Jr.  
 Benjamin Lee Wright  
 N. Hunter Wyche, Jr.  
 Jeffrey Lee Zimmer

## Master of Education

Mary Muhlig Barbour  
 Debra Jeanne Baugh  
 Jean Simpson Beal  
 Jo Ann Moseley Buxton  
 Mickey Ward Edwards  
 Billie R. Evans  
 Karen A. Fox  
 Christina Riley Garratt  
 Gayle Autry Glover  
 Alberta Emily Hoff Hall  
 Julia Paulena James  
 Linda Barrett Jaster, *With Distinction*  
 Eunice Clark Jones  
 Joan Smith Lanier  
 Claire Suzanne Mansfield, *With Distinction*  
 Claudia Ward O'Hale  
 Anthony Leon Parker  
 Charles Wright Robinson  
 Diane Terry Sena  
 Ruth L. Spears  
 Nancy Spivey Turner, *With Distinction*  
 Mary Ann Carr Warren

## Master of Business Administration

Richard Lynn Amacher  
 William Carlyle Dukes  
 Ellard Thomas Roush  
 Charles William Siska, Jr.

## Bachelor of Arts

Conley Jackson Bordeaux  
 Donna Sue Bowen, *Magna Cum Laude*  
 Joseph Melville Broughton, III  
 Lewis Brian Cheshire  
 Robert Lathan Freeman  
 Earl Thomas Hall  
 Alex Bruce Hatcher, *Cum Laude*  
 Charles Ernest Hester, Jr., *Summa Cum Laude*  
 Tamre Ann Hodge  
 Thomas Edward Hudgins  
 Mary Jo Jackson  
 Karen Lynne Kershner  
 James Edward Laster  
 David Michael Latham  
 Eric Craig Miller, *Cum Laude*  
 William Carroll Norris  
 Gregory Calvin Smith, *Cum Laude*  
 Paul Dabney Stennett, *Magna Cum Laude*  
 Gloria Rae Turner  
 Willem P. H. M. Van Achthoven  
 Herman Joseph Wright

## Bachelor of Science

Charles Alan Apt  
 Michael Louis Babuin  
 Karen Denise Bailey, *Magna Cum Laude*  
 Joanna Lynn Baker, *Cum Laude*  
 Catharine Elizabeth Beasley  
 Terri Leigh Beddingfield  
 Keys McKinley Benston, Jr.  
 George Douglas Benton  
 Shelby Jean Black, *Magna Cum Laude*  
 Ronnie Keith Blackburn  
 James Michael Blakley  
 David Foster Butler  
 Bobbie Jean Byrd  
 Robin Anne Cannady, *Cum Laude*  
 Julie Denese Carroll  
 Karen Lynn Clippard  
 David Ray Cooper

Beverly Jean Cox  
 Pamela Faye Cox  
 James Harold Crews  
 Marilyn R. Crumpler, *Magna Cum Laude*  
 Susan Byrd Currin, *Cum Laude*  
 John Steven Czprusz  
 Stephen Maurice Delcambre  
 Betty Louise Dempsey  
 Deborah Elizabeth Dempsey  
 Mary Frances Dove  
 William Sidney Easterling  
 Elizabeth Rebecca Ennis  
 John Veron Evans, Jr.  
 Freida Diane Ezzell  
 Larry Eugene Ferrell  
 David Nelson Fitzpatrick, *Cum Laude*  
 Kimberly Hayes Floyd  
 Charles Leon Frederick  
 Charles R. Frye, Jr.  
 Grady Randolph Funderburke, Jr.  
 Lisa Grey Godwin  
 Carrie L. Gordon  
 John Patton Hance, *Cum Laude*  
 Donald F. Harris, Jr.  
 Beth O'Quinn Holloway, *Magna Cum Laude*  
 Sandra Kaye Hooks  
 Daniel Madison Horne, Jr., *Magna Cum Laude*  
 Larry Joseph Jackson, *Summa Cum Laude*  
 Lucia Elizabeth Jackson  
 Justin Wright Jones  
 Susan Rene Kincaid  
 Candace Ann Lane  
 Vicki Beasley Langdon  
 Susan Kim Latham, *Cum Laude*  
 Mary Clinton Lee  
 Vance Bradford Long, *Magna Cum Laude*  
 Robin Marks, *Magna Cum Laude*  
 Stephanie Charlene Mason  
 Susan Martin McGivary  
 Karen Coggins McNeill, *Cum Laude*  
 Alan Delynn Moore, Jr.  
 Susan Denise Moore  
 James Lind Nehls  
 John Jefferson Newton, *Magna Cum Laude*  
 Beverly Denise Norris  
 Cynthia Ann Norris  
 Janie Gay Owen  
 Shannon Love Page  
 Lloyd Rudolph Phillips, *Cum Laude*  
 Benjamin C. Pollock

Lossie Faye Poole  
 Nancy Bowman Price  
 Charles Emory Raynor  
 Parviz Razzaghi  
 Margaret Kaye Reeves  
 Clarence Eugene Roberts, Jr.  
 Stewart Adams Satterwhite  
 Lori Dawn Scaggs  
 William Albert Sigmon  
 Ethel Sheriel Singletary  
 Mary Elizabeth Small  
 Edwina V. Smith  
 Mary Lewanne Snipes, *Cum Laude*  
 David Neil Spain  
 Jesse Allen Spell  
 Debra Deneice Starks  
 Alexander Hill Stuckey, Jr.  
 Jennifer Butler Talton  
 Douglas Shea Tanner  
 Cheryl Anne Tew  
 Joan Gould Thompson  
 Pamela Ruth Ward  
 Donald Lawrence Wellington  
 Donna Hawke White, *Cum Laude*  
 Lala Wigand  
 Kenneth Ray Williams  
 Stanley Parker Williams, II  
 Linda Ann Williamson  
 Lisa Jo Wood  
 Paulette Jackson Wooten, *Magna Cum Laude*

## **Bachelor of Business Administration**

Joseph Welford Barkley, Jr.  
 Susan Rebecca Barr  
 Richard Grady Beacham  
 Dino Ray Bostic  
 Anthony Carroll Britt, *Cum Laude*  
 Patsy Ann Lee Burgess, *Magna Cum Laude*  
 Julie Ann Byrd, *Summa Cum Laude*  
 Samuel Clinton Childress, Jr.  
 Hal Marcus Cole  
 Kenneth Raymond Crow  
 Claude Swanson Dodd, III  
 Kenneth Ray Doyle, Jr.  
 Joseph Ferrer  
 George Barry Fields, *Cum Laude*  
 Mary Elizabeth Frederick  
 Ronald James Gibson  
 Ernest Royal Gilchrist

Gregory Edward Gonzales  
 C. Robert Goodwin  
 D. Philip Grubb  
 William Jean Harrison, *Cum Laude*  
 Tammy Braxton Hinnant, Jr.  
 Catherine Ann Howard  
 Timothy Bruce Howard  
 Barbara Jean Hurley, *Cum Laude*  
 Horace Ricky Hyatt  
 Mila Rose Johnson  
 Judith McElveen Mann, *Cum Laude*  
 William Willard Massengill, Jr.  
 Fred Mark McNeill  
 Jeannette Joan Meredith  
 William Penry Messick  
 Vaden Cornelius Mitchell  
 Jeffery Allen Olsen  
 William Leslie Pierce, Jr.  
 William Todd Pittman  
 Glorianne Richardson  
 Edward L. Riley  
 Carol Ann Rose  
 Ronnie Lee Ross  
 Gregory Paul Sears  
 Robert W. Seay  
 Andrea Leigh Sirbola  
 Gene Armond Summerlin, II  
 J. Wesley Taylor, Jr.  
 Miriam Pittman Taylor  
 Carlton Lee Thompson  
 Mary Russell Turslow  
 Charles Stewart Underwood  
 Robert Reid Weatherly, *Summa Cum Laude*  
 Cyndra Susan Wells, *Summa Cum Laude*  
 Fred Alan Whitfield  
 John Edward Wilbourne, Jr.  
 William Thomas Williamson  
 James Ernest Witherspoon, Jr.  
 John William Wood, III

## **Bachelor of Music Education**

Sarah Lynn Callis, *Cum Laude*  
 Phyllis Susan Greene  
 Cheryl Stone Hobbs  
 Daniel Wayne Jackson  
 Allie Wynette Johnson, *Cum Laude*  
 Christian Belser Johnston

## **Bachelor of Special Studies**

France Felton Jordan, Jr.

## Bachelor of Health Science

Beverly Dawn Carde  
Charles R. Donau

## Associate In Arts

Frank Edward Allen  
Stephen Paul Butalla  
William J. Clark  
Chana Dale DuPree  
Mark Robert Harrison  
Arlene Lola Houck  
Woodie B. Howell, Jr.  
Mark Patrick O'Neill  
Patricia Marie Palmer  
Rory William Sawtelle  
James Daniel Sifford  
Sandra Leigh Stuart  
Ralph Tafuri  
Robert Edward Zeigler

## REGISTER OF STUDENTS

### 1978-79 Fall Enrollment

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Senior .....	195	149	344
Junior .....	186	148	334
Sophomore .....	201	186	387
Freshman .....	277	228	505
Unclassified .....	9	2	11
	<hr/> 868	<hr/> 713	<hr/> 1581
Part-Time .....	39	28	67
Total .....	<hr/> 907	<hr/> 741	<hr/> 1648

### Summer School 1978

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Seniors .....	128	82	210
Juniors .....	85	75	160
Sophomore .....	50	37	87
Freshman .....	67	21	88
Unclassified .....	5	3	8
Total .....	<hr/> 335	<hr/> 218	<hr/> 553

## REGISTER OF STUDENT

### 1978 Fall Enrollment By Counties

Alamance — 8  
Anson — 3  
Ashe — 1  
Beaufort — 2  
Bertie — 8  
Bladen — 17  
Brunswick — 7  
Buncombe — 2  
Burke — 1  
Cabarrus — 2  
Caldwell — 1  
Camden — 1  
Carteret — 17  
Catawba — 2  
Chatham — 15  
Chowan — 5  
Cleveland — 3  
Columbus — 25  
Craven — 8  
Cumberland — 135  
Currituck — 2  
Dare — 1  
Davidson — 8  
Davie — 3  
Duplin — 15  
Durham — 20  
Edgecombe — 6  
Forsyth — 19  
Franklin — 2  
Gaston — 1  
Granville — 10  
Greene — 2  
Guilford — 33  
Halifax — 7  
Harnett — 282  
Haywood — 4  
Henderson — 2  
Hertford — 6  
Hoke — 3  
Hyde — 1  
Iredell — 2  
Johnston — 65  
Jones — 1  
Lee — 32  
Lenoir — 11  
Lincoln — 1



Macon — 1  
 Martin — 7  
 Mecklenburg — 21  
 Montgomery — 5  
 Moore — 16  
 Nash — 8  
 New Hanover — 15  
 Northampton — 7  
 Onslow — 17  
 Orange — 12  
 Pamlico — 3  
 Pasquotank — 2  
 Pender — 7  
 Person — 1  
 Pitt — 8  
 Randolph — 13  
 Richmond — 2  
 Robeson — 33  
 Rockingham — 7  
 Rowan — 8  
 Sampson — 89

Scotland — 3  
 Stanly — 7  
 Stokes — 1  
 Surry — 3  
 Transylvania — 1  
 Union — 1  
 Vance — 13  
 Wake — 191  
 Warren — 7  
 Washington — 1  
 Watauga — 1  
 Wayne — 26  
 Wilkes — 4  
 Wilson — 14

### 1978 Fall Enrollment By State and Countries

California — 2  
 Connecticut — 2

Delaware — 15  
 District of Columbia — 2  
 Florida — 17  
 Georgia — 2  
 Idaho — 1  
 Kentucky — 1  
 Louisiana — 2  
 Maryland — 38  
 Massachusetts — 3  
 Minnesota — 1  
 New Jersey — 32  
 New York — 32  
 Ohio — 1  
 Pennsylvania — 7  
 Rhode Island — 3  
 South Carolina — 19  
 Tennessee — 2  
 Texas — 2  
 Virginia — 80  
 West Virginia — 1  
 Foreign — 26

### 1979-80 Fall Enrollment

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Senior .....	164	133	297
Junior .....	188	147	335
Sophomore .....	194	178	372
Freshman .....	354	252	606
Unclassified .....	—	—	—
	<hr/> 900	<hr/> 710	<hr/> 1610
Part-Time .....	49	37	86
	<hr/> 949	<hr/> 747	<hr/> 1696

### Summer School 1979

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Seniors .....	145	95	240
Juniors .....	74	75	149
Sophomore .....	42	53	95
Freshman .....	69	36	105
Unclassified .....	3	1	4
Total .....	<hr/> 333	<hr/> 260	<hr/> 593

### REGISTER OF STUDENTS

#### 1979 Fall Enrollment By Countries

Alamance — 11  
 Anson — 4  
 Ashe — 2  
 Beaufort — 3  
 Bertie — 5  
 Bladen — 14  
 Brunswick — 12  
 Buncombe — 2  
 Burke — 3  
 Cabarrus — 6  
 Caldwell — 2  
 Camden — 3  
 Carteret — 24  
 Catawba — 2  
 Chatham — 17  
 Chowan — 3  
 Cleveland — 3  
 Columbus — 30  
 Craven — 7  
 Cumberland — 153  
 Currituck — 1  
 Dare — 1  
 Davidson — 4

Davie — 2  
 Duplin — 20  
 Durham — 29  
 Edgcombe — 5  
 Forsyth — 23  
 Gaston — 1  
 Gates — 1  
 Granville — 13  
 Greene — 2  
 Guilford — 25  
 Halifax — 6  
 Harnett — 271  
 Haywood — 2  
 Henderson — 1  
 Hertford — 7  
 Hoke — 4  
 Hyde — 2  
 Iredell — 2  
 Jackson — 1  
 Johnston — 77  
 Jones — 2  
 Lee — 32  
 Lenoir — 8  
 Lincoln — 1  
 Macon — 2  
 Martin — 2  
 Mecklenburg — 17  
 Montgomery — 5

Moore — 16  
 Nash — 13  
 New Hanover — 6  
 Northampton — 5  
 Onslow — 20  
 Orange — 10  
 Pamlico — 4  
 Pasquotank — 6  
 Pender — 9  
 Person — 5  
 Pitt — 7  
 Randolph — 8  
 Richmond — 1  
 Robeson — 36  
 Rockingham — 8  
 Rowan — 10  
 Rutherford — 1  
 Sampson — 89  
 Scotland — 3  
 Stanly — 6  
 Surry — 4  
 Transylvania — 1  
 Union — 2  
 Vance — 13  
 Wake — 203  
 Warren — 2  
 Wayne — 24  
 Wilson — 19

Yadkin — 1

## 1979 Fall Enrollment By State and Countries

Alabama — 3  
 California — 2  
 Connecticut — 1  
 Delaware — 10  
 District of Columbia — 2  
 Florida — 12  
 Georgia — 3  
 Illinois — 2  
 Louisiana — 1  
 Maine — 2  
 Maryland — 20  
 Michigan — 1  
 Mississippi — 1  
 New Hampshire — 1  
 New Jersey — 35  
 New York — 24  
 Pennsylvania — 6  
 Rhode Island — 1  
 South Carolina — 11  
 Virginia — 78  
 West Virginia — 1  
 Foreign — 74

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## Summary of Bachelor's Degrees Awarded

	Men	Women	Total	Cumulative Total
May 31, 1963	92	43	135	135
August 23, 1963	29	12	41	176
January 31, 1964	33	5	38	214
May 29, 1964	110	50	160	374
August 27, 1964	56	20	76	450
February 5, 1965	45	15	60	510
June 4, 1965	125	69	194	705
August 27, 1965	55	29	84	788
February 4, 1966	44	31	75	863
June 3, 1966	145	78	223	1,086
August 26, 1966	68	18	86	1,172
February 3, 1967	50	36	86	1,258
June 2, 1967	118	71	189	1,447
August 25, 1967	57	31	88	1,535
February 2, 1968	58	46	104	1,639
May 31, 1968	161	97	258	1,897
August 23, 1968	86	33	119	2,016

January 31, 1969	72	61	133	2,149
May 30, 1969	186	118	304	2,453
August 29, 1969	77	32	109	2,562
February 6, 1970	72	59	131	2,691
June 5, 1970	211	118	329	3,022
August 21, 1970	105	38	143	3,165
January 22, 1971	76	41	117	3,282
May 31, 1971	197	126	323	3,605
August 13, 1971	89	36	125	3,730
December 19, 1971	108	41	149	3,879
May 15, 1972	205	108	313	4,192
August 11, 1972	95	37	132	4,324
December 20, 1972	116	41	157	4,481
May 14, 1973	203	105	308	4,789
August 10, 1973	100	18	118	4,907
December 21, 1973	118	58	176	5,083
May 20, 1974	211	111	322	5,405
August 9, 1974	80	44	124	5,529
December 20, 1974	99	66	165	5,694
May 19, 1975	157	106	263	5,957
August 15, 1975	61	31	92	6,049
December 19, 1975	58	32	90	6,139
May 10, 1976	139	100	239	6,378
August 6, 1976	35	30	65	6,443
December 17, 1976	64	40	104	6,547
May 9, 1977	112	74	186	6,733
July 22, 1977	45	32	77	6,810
December 16, 1977	42	42	84	6,894
May 8, 1978	123	116	239	7,133
July 28, 1978	33	12	45	7,178
December 20, 1978	43	36	79	7,257
May 7, 1979	110	90	200	7,457
July 27, 1979	36	17	53	7,510
December 19, 1979	43	38	81	7,591

# ACADEMIC CALENDAR

## SUMMER SCHOOL 1979

May 21	Registration First Term
May 22	Classes Begin
June 15, 16	Freshmen Orientation
June 21	Examinations
June 25	Registration Second Term
June 26	Classes Begin
July 6, 7	Freshmen Orientation
July 25	Examinations
July 26	Grades Due at Noon
July 27	Graduation Exercises 10:30 a.m.

## FALL 1979

August 16-17	Faculty Orientation
August 20-22	Undergraduate Registration
August 23	Classes Begin 8:00 a.m.
August 31	Last Day to Register — Last Day to Drop-Add
September 21	Last Day to Remove an I; Last Day to Drop without Penalty
October 6	Homecoming
October 17	Mid-Term Holiday Begins at 5:00 p.m.
October 18-19	Holiday
October 22	Mid-Term Grades Due 5:00 p.m.; Classes Resume 8:00 a.m.
October 23- November 9	Pre-Advisement
November 3	Parents' Day
November 12-16	Pre-Registration
November 21	Thanksgiving Holiday Begins 12:00 Noon
November 22-23	Holiday
November 26	Classes Resume 8:00 a.m.
December 11	Reading Day
December 12-17 (Saturday Exams)	Examinations
December 18	Grades Due 12:00 Noon
December 19	Graduation 10:30 a.m.

## SPRING 1980

January 7-8	Registration
January 9	Classes Begin 8:00 a.m.
January 18	Last Day to Register; Last Day to Drop-Add
February 8	Last Day to Remove an I; Last Day to Drop without Penalty
February 29	Spring Vacation Begins 5:00 p.m.
March 3	Mid-Term Grades Due 5:00 p.m.
March 10	Classes Resume 8:00 a.m.

April 7	Easter Monday Holiday
March 24-April 11	Pre-Advisement
April 14-18	Pre-Registration
May 1	Reading Day
May 2-8 (No Saturday Exams)	Examinations
May 9	Grades Due 12:00 Noon
May 11	Baccalaureate Sermon 10:00 a.m.
May 12	Graduation 10:00 a.m.

## SUMMER 1980

May 26	Registration
May 27	Classes Begin 7:30 a.m.
May 30	Last Day to Register; Last Day to Drop-Add
June 13-14	New Student Orientation
June 27	Examinations
June 28	Grades Due 8:30 a.m.
June 30	Registration Second Term
July 1	Classes Begin 7:30 a.m.
July 3	Last Day to Register; Last Day to Drop-Add
July 4	Holiday
July 11-12	New Student Orientation
July 31	Examinations
August 1	Grades Due 8:30 a.m.
August 2	Graduation 10:00 a.m.

## FALL 1980

August 14-15	Faculty Orientation
August 18-20	Undergraduate Registration
August 21	Classes Begin 8:00 a.m.
August 29	Last Day to Register; Last Day to Drop-Add
September 19	Last Day to Remove an I; Last Day to Drop without Penalty
October 4	Homecoming
October 15	Mid-Term
October 16	Mid-Term Holiday Begins at 8:00 a.m.
October 17	Holiday
October 20	Mid-Term Grades Due at 5:00 p.m.
October 27- November 14	Advisement for Pre-Registration
November 1	Parents' Day
November 17-21	Pre-Registration
November 26	Thanksgiving Holidays Begin at 12:00 Noon
November 27-28	Holidays
December 1	Classes Resume at 8:00 a.m.
December 9	Reading Day
December 10-15	Examinations (Saturday Examinations)
December 16	Grades Due at 12:00 Noon
December 17	Graduation 10:00 a.m.

## **SPRING 1981**

January 5-6	Registration
January 7	Classes Begin at 8:00 a.m.
January 16	Last Day to Register; Last Day to Drop-Add
February 6	Last Day to Remove an I; Last Day to Drop without Penalty
February 27	Mid-Term
March 2-6	Mid-Term Holidays
March 9	Classes Resume at 8:00 a.m.
March 23-April 10	Advisement for Pre-Registration
April 13-17	Pre-Registration
April 20	Easter Monday Holiday
April 30	Reading Day
May 1-7	Examinations (No Saturday Examinations)
May 8	Grades Due at 12:00 Noon
May 10	Baccalaureate Sermon at 10:00 a.m.
May 11	Graduation at 10:00 a.m.



# 1980

JUNE

1 2 3 4 5 6 7  
8 9 10 11 12 13 14  
15 16 17 18 19 20 21  
22 23 24 25 26 27 28  
29 30

JULY

1 2 3 4 5  
6 7 8 9 10 11 12  
13 14 15 16 17 18 19  
20 21 22 23 24 25 26  
27 28 29 30 31

AUGUST

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3 4 5 6 7 8 9  
10 11 12 13 14 15 16  
17 18 19 20 21 22 23  
24 25 26 27 28 29 30  
31

SEPTEMBER

1 2 3 4 5 6  
7 8 9 10 11 12 13  
14 15 16 17 18 19 20  
21 22 23 24 25 26 27  
28 29 30

OCTOBER

1 2 3 4  
5 6 7 8 9 10 11  
12 13 14 15 16 17 18  
19 20 21 22 23 24 25  
26 27 28 29 30 31

NOVEMBER

1  
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9 10 11 12 13 14 15  
16 17 18 19 20 21 22  
23 24 25 26 27 28 29  
30

DECEMBER

1 2 3 4 5 6  
7 8 9 10 11 12 13  
14 15 16 17 18 19 20  
21 22 23 24 25 26 27  
28 29 30 31

# 1981

JANUARY

1 2 3  
4 5 6 7 8 9 10  
11 12 13 14 15 16 17  
18 19 20 21 22 23 24  
25 26 27 28 29 30 31

FEBRUARY

1 2 3 4 5 6 7  
8 9 10 11 12 13 14  
15 16 17 18 19 20 21  
22 23 24 25 26 27 28

MARCH

1 2 3 4 5 6 7  
8 9 10 11 12 13 14  
15 16 17 18 19 20 21  
22 23 24 25 26 27 28  
29 30 31

APRIL

1 2 3 4  
5 6 7 8 9 10 11  
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19 20 21 22 23 24 25  
26 27 28 29 30

MAY

1 2  
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10 11 12 13 14 15 16  
17 18 19 20 21 22 23  
24 25 26 27 28 29 30  
31

JUNE

1 2 3 4 5 6  
7 8 9 10 11 12 13  
14 15 16 17 18 19 20  
21 22 23 24 25 26 27  
28 29 30

JULY

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19 20 21 22 23 24 25  
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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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# 1982

JANUARY

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FEBRUARY

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MARCH

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APRIL

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MAY

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JUNE

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## **CORRESPONDENCE DIRECTORY**

Correspondence should be addressed to the following offices and individuals at Campbell College, Buies Creek, N. C. 27506:

Academic Affairs; Dean of the University  
Advancement; Director of Advancement  
Admissions; Director of Admissions  
Alumni; Director of Alumni  
Athletics; Director of Athletics  
Business Information; Business Manager  
Dormitory Assignments; Dean of Students  
Employment of Seniors; Director of Guidance and Career Counseling  
Financial Assistance; Director of Financial Aid  
Married Housing; Director of Married Housing  
Public Relations; Director of Public Relations  
Religious Activities; Director of Religious Activities  
Scholarships; Director of Financial Aid  
Student Employment; Director of Financial Aid  
Summer Camps; Dean of Men  
Transcripts and Records; Registrar  
Veterans Affairs; Director of Veterans Affairs

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## **TELEPHONE**

The Campbell College Exchange may be reached by calling Area Code 919 893-4111.

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